



#### All about obesity

The cause, cure, and prevention of obesity is to be the subject of a forum, sponsored by Toronto Arts Productions and the Program in Human Nutrition, Faculty of Medicine, to be held Wednesday, Jan. 24 at the St. Lawrence Centre, 27 Front St. E., at 8 p.m. A panel of experts, including Dr. Charles Hollenberg, Department of Medicine and Dr. Janet Polivy, Clarke Institute of Psychiatry, will discuss the probable causes of obesity and evaluate current methods of cure and prevention. For further information, telephone 366-1656, ext. 26 or 28.

#### Women and the law

Canadian law as it relates to women will be examined in a ten-week course, beginning Wednesday, Feb. 7 at the School of Continuing Studies.

"Women and the Law" will outline the practical aspects of such legal issues as: tax and estate planning; the Succession Law Reform Act; buying a house or condominium; the Family Law Reform Act; and the recent Criminal Code amendments on rape.

The instructor, Joan Seeley Butler, barrister-at-law, is the author of several pamphlets for the Secretary of State on legal issues related specifically to women.

For further information, call 978-2400.

#### New staff development officer



The University has a new administrative staff development officer — Beverly Chennell, who has been with the Personnel Department's division of employment and staff development services since August, 1976. She replaces Cal Swegles, who resigned to take a similar position with the University of Guelph.

Since joining the Personnel Department, Chennell has been involved in all areas of employment counselling, and most recently, with the highly successful "Introduction to Supervision" training program.

Number 12, 32nd year

The University of Toronto *Bulletin* is published by the Department of Information Services, 45 Willcocks St., Toronto M5S 1A1.

# Bulletin

## Fees for visa students

and access to student records continue to provoke debate at Academic Affairs

Should faculty members who want to see a student's academic record have to make their request in writing and justify it as essential to the performance of their duties?

Yes, says the third draft of a policy on access to undergraduate records, but several members of the Academic Affairs Committee disagreed vigorously at their Jan. 11 meeting.

Professor James Conacher said that when he found recently he was giving an inordinate number of Cs in one course, he looked up the students' academic records to assure himself his own marking was "not too tough". He said he also referred to academic records to choose the best students for the limited number of places in a seminar course.

Vice-President & Provost Donald Chant shared Conacher's misgivings about faculty members having to make written requests before being allowed to see undergraduate academic records.

"We are in danger of creating a logistic monster," said Chant. "Professor Conacher has just told us about two occasions within the past year when he looked up student records and he is just one professor in 2,700. We must remember that there is a custodian of the records who would cut down the

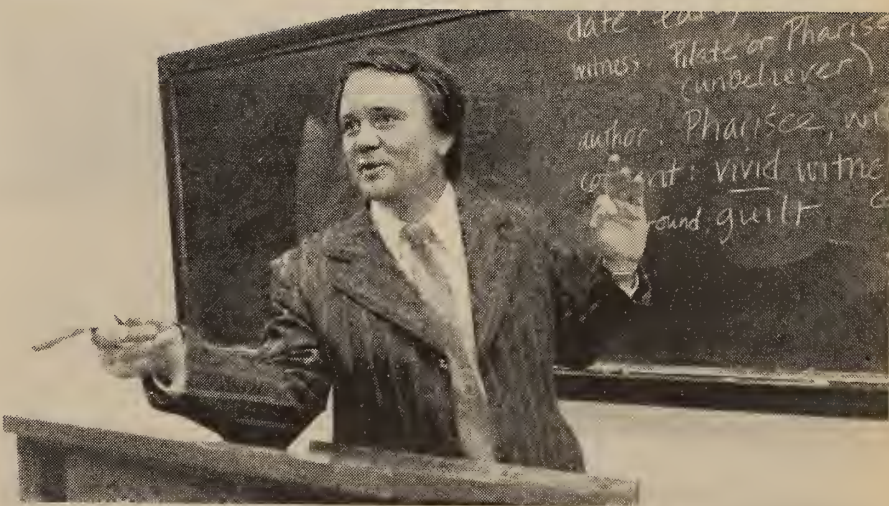
incidence of inquisitive pawing through."

Bernard Etkin, Dean of the Faculty of Applied Science & Engineering and an assessor member of the Academic Affairs Committee, said members of his faculty's examination committee "should not have to request access, in writing or otherwise, when looking at student records is part of their job".

Discussion of the proposed access policy will continue when the Academic Affairs Committee meets Jan. 25.

On the question of differential fees for visa students, the committee considered a motion by Professor Thomas Langan to reaffirm its opposition to such fees and to request the President to explain

*Continued on Page 6*



What makes John Meagher a good teacher? The Bulletin examines the underrated art of teaching on Pages 7, 8 and 9

## Next year may be better financially

if student fees increase, President tells Governing Council

U of T's financial position in 1979-80 will be "marginally better than last year" President Ham told Governing Council at its Jan. 18 meeting. The increase in government operating grants of 4.95 percent, combined with the anticipated five percent raise in student fees will mean that the University's gross income will increase by 5.4 percent, compared with last year's increase of 4.9 percent.

"However, our position is contingent on a student fee increase," the President said. "Should we choose not to increase fees, we wouldn't be as well off."

"I would like to test your desire to support me in lobbying the federal government," the President said, referring to the proposed plans to restrict free distribution of government publications to Canadian libraries. (See *Bulletin*, Jan. 8 for story.)

"The Robarts Library has accumulated an important collection of federal government documents, essential to the study of our country," he explained. "This seems to be a very narrow-minded way of saving a small amount of money. I propose to write a letter to the minister concerned, conveying a sense of shame at his decision."

Members supported the President's intention on the basis that "a serious loss for graduate studies in history, political science and economics would be the result of this extraordinary decision."

The University's brief to the 1979 meeting of the Ontario Council on

University Affairs (OCUA) will take the form of a response to OCUA's white paper, *The Ontario University System*:

A *Statement of Issues*, council was informed. Eight issues will be addressed

*Continued on Page 3*

## Renaissance for the colleges

is a realizable goal, concludes committee

Recreating the colleges as the flourishing academic and social communities they once were should be their primary objective, says the Preliminary Report of the Collegiate Board Review Committee.

Established in February, 1978, the committee's task was to re-examine the *Memorandum of Understanding* that was signed in April, 1974, to review the difficulties experienced in implementing the objectives and mechanisms stated in the *Memorandum*, and to re-assess the role of the colleges.

"The objectives of the *Memorandum* of April, 1974 were, in summary: to increase the incidence of the teaching of undergraduates in their colleges, thus reducing anonymity and improving the learning process; to develop distinctive educational programs and techniques in different colleges; to permit any arts and science subject to be taught in the colleges; and to produce a more helpful environment for students in the colleges

by providing more counselling, more contacts with staff, college sections of large classes, and special college programs . . ." the report states.

In assessing progress made since the signing of the *Memorandum*, the committee reviewed the roles of the colleges and the departments, college teaching, counselling, extra-curricular activities provided by the colleges, and the staffing of the colleges, and made recommendations for the future.

"It might appear utopian to believe that . . . improvement can be effected at a time when financial constraints are so severe. But we are convinced that there are physical resources, personal talents, and reserves of goodwill that are underutilized at present and can be redeployed to the benefit of students and faculty, and indeed of the entire institution," the document concludes.

The committee's report is printed in its entirety in this issue of the *Bulletin*. (See *Supplement*)



# Job Openings

Below is a partial list of job openings at the University. Interested applicants should read the Promotional Opportunity postings on their staff bulletin boards, or telephone the Personnel Office for further information. The number in brackets following the name of the department in the list indicates the personnel officer responsible. Please call: (1) Sylvia Holland, 978-6470; (2) Penny Tai-Pow, 978-5468; (3) Manfred Wewers, 978-4834; (4) Ann Sarsfield, 978-2112; (5) Barb Lipton, 978-4518; (6) Clive Pyne, 978-4419; (7) W.C. Hooper, 978-8749.

**Clerk Typist II** (\$7,940 — 9,340 — 10,740)  
Physics (1), Alumni Affairs (3), Management Studies (5), School of Graduate Studies (2), Computer Centre (3)

**Clerk Typist III** (\$8,730 — 10,280 — 11,830)  
Chemistry (5)

**Clerk III** (\$8,730 — 10,280 — 11,830)  
Alumni Affairs, grant position (3)

**Secretary III** (\$10,590 — 12,450 — 14,310)  
Hart House (5), Health Administration, grant position (2)

**Secretary IV** (\$11,770 — 13,850 — 15,930)  
Architecture (5)

**Laboratory Technician II** (\$11,770 — 13,850 — 15,930)  
Clinical Biochemistry (4), Anatomy (6), Pathology (4)

**Research Nutritionist** (\$13,000 — 15,300 — 17,600)  
Department of Medicine (4)

**Electron Microscopy Technician III** (\$13,000 — 15,300 — 17,600)  
Dentistry (1)

**Assistant Information Officer** (\$10,590 — 12,450 — 14,310)  
School of Continuing Studies (2)

**Probationary Constable** (\$12,480)  
Erindale (6), St. George (6)

**Craftsman III** (\$14,430 — 16,980 — 19,530)  
Erindale (3)

**Programmer I** (\$11,170 — 13,150 — 15,130)  
Pharmacology (6)

**Programmer III** (\$16,910 — 19,900 — 22,890)  
Academic Statistics (1), Computer Centre (3)

**Photographer II** (\$9,620 — 11,320 — 13,020)  
Media Centre (5)

**Operations Analyst** (\$18,760 — 22,070 — 25,380)  
Physical Plant (6)

**Administrative Assistant III** (\$16,910 — 19,900 — 22,890)  
Dean's Office, Arts & Science (1)

**Executive Assistant** (\$23,540 — 29,440 — 35,340, under review)  
Vice-President — Business Affairs (7)

# PhD Orals

**Thursday, January 25**  
Phoivos Dimitrios Ziogas, Department of Electrical Engineering, "PWM Inverter Systems for Single and Three-Phase Static UPS." Thesis supervisor: Prof. S.B. Dewan. Room 309, 63 St. George St., 2 p.m.

**Friday, January 26**  
Ronald A. Barnett, Department of Classics, "Comparative Studies in Homeric Epic and Other Heroic Narratives Especially Sanskrit and Celtic (With Special Reference to the Theory of Oral Improvisation by Means of Formulary Language)." Thesis supervisor: Prof. W.E. McLeod. Room 111, 63 St. George St., 10 a.m.

Chung Luen Lam, Department of Electrical Engineering, "A Proposal for Efficient File Addressing Techniques." Thesis supervisor: Prof. Z.G. Vranesic. Room 309, 63 St. George St., 11 a.m.

Jatin Shantilal Nathwani, Department of Chemical Engineering, "Disposal of Uranium Mill Tailings: A Study of Leaching of Radium-226 and Its Fate in the Environment." Thesis supervisor: Prof. C.R. Phillips. Room 307, 63 St. George St., 2 p.m.

**Monday, January 29**  
John F. Kalaska, Department of Zoology, "Peripheral Nerve Lesions Alter the Somatotopic Organization of the Somatosensory Cortex (SI) and the Cuneate Nucleus of Kittens and Adult Cats." Thesis supervisor: Prof. B.H. Pomeranz. Room 309, 63 St. George St., 10 a.m.

**Tuesday, January 30**  
James Frederick Allen, Department of Computer Science, "A Plan-Based Approach to Speech Act Recognition." Thesis supervisor: Prof. R. Perrault. Room 309, 63 St. George St., 11 a.m.

Peter Dalziel, Department of Biochemistry, "X-Ray Crystallographic Studies on Penicillopepsin." Thesis supervisor: Prof. T. Hofmann. Room 309, 63 St. George St., 2 p.m.

**Thursday, February 1**  
Kenji Ogimoto, Department of Aerospace Science & Engineering, "Sound Radiation from a Finite Length Unflanged Circular Duct with Uniform Flow." Thesis supervisor: Prof. R.C. Holt. Room 307, 63 St. George St., 2 p.m.

**Friday, February 2**  
Bernadette Lalonde, Department of Educational Theory, "The Construction and Validation of a Measure of Academic Self-Efficacy." Thesis supervisor: Prof. J. Wine. Room 111, 63 St. George St., 10 a.m.

**Friday, February 9**  
Howard David Marcovitch, Department of Educational Theory, "The Assessment and Training of Referent Communication Skills in Socially Deviant Children." Thesis supervisor: Prof. M. Orme. Room 111, 63 St. George St., 2 p.m.

# Research News

## Merit Review Program

In its fall 1978 issue of the annual *Information* booklet, ORA included a memorandum concerning "Changed Arrangements for Salary Increases" which was designed to assist researchers to better anticipate salary costs in preparing research proposals. Some of the information contained in the memorandum concerned the proposed merit review program which was then under discussion. In December it was announced that the administration had decided not to exercise the authority to implement the proposed merit review program at this time, that merit increase consideration for the 1979-80 fiscal year for administrative staff will be effective July 1, 1979 under guidelines to be determined, and that the practice of awarding mid-year merit increases will cease except under particular specified circumstances. Further information may be obtained from principals, deans, directors, the Provost's Office, or the Office of the Vice-President, Campus & Community Affairs.

## Health & Welfare Canada

### Research and Development Program

Health & Welfare has announced that, as a result of the recently announced reductions in federal expenditures, the dates for receipt of applications in the research and development program have had to be changed. The next deadline for new contributions or awards will now be *May 31*, for possible funding on or after April 1, 1980. Applications for renewals for research contributions and awards are due *January 31*.

## J.P. Bickell Foundation

The foundation has announced two changes in its non-medical grants competition. First, two application deadlines have been established: *June 15* and *December 15*. Second, the foundation has asked that the University now rate non-medical submissions in order of priority, as it has done for medical applications in past competitions. Further notices will appear in "Research News" as deadlines approach.

## NSERC Strategic Grants

Two fields have been added to areas supported under the Natural Sciences & Engineering Research Council strategic grants program: "Food and Agriculture" and "Communications". In addition, the area of "Oceanography" has been re-defined as "Oceans" in order to give more emphasis to ocean engineering. Descriptions of the new and revised areas are not yet available. This year the deadline for submissions at the agency will be in May. Further notices will appear as information is received.

## Ontario-Quebec Exchanges

The Ontario-Quebec Permanent Commission supports an exchange program of students, faculty and staff between post-secondary institutions of Ontario and Quebec, as well as co-operative efforts in scholarship and research. Categories of acceptable projects of exchange are educational exchanges, research projects (with preference given to joint projects which involve an exchange and use of the second language),

exchanges to improve the teaching of the second language, and exploratory visits (for the planning of an exchange project). The deadline for submission at the agency is *January 31*.

During 1979, the commission will also consider funding large scale exchanges of a cultural or educational nature.

Applications for this aspect of the program must come from the institution.

Further information may be obtained from principals, deans, directors, or from the Provost's Office.

## Canadian Steel Industries Construction Council

The council offers one-year research grants on subjects judged to be of value in advancing the use of steel in construction. Suggested topics for 1979-80 are development of rules for notch toughness of structural steel, multiple stud capacities, combined shear and tension in welded truss connections, flexural strength of bolted butt connections, development of an analysis procedure for a rapid transit bridge concept, and local buckling of large round HSS columns at simple beam connections.

The deadline for submission at the agency is *February 1*. Call ORA at 978-2163 for further information.

## Muscular Dystrophy Association of Canada

The association invites applications for grants and for fellowships (post-doctoral, pre-doctoral and summer) for research into the etiology and pathology of muscular dystrophy and related neuromuscular disorders including myasthenia gravis. The aim of the association is to develop treatments for these disorders and/or means of preventing them.

The deadline for submission at the agency is *February 15*. Please note this is an earlier date than in previous years. Call ORA at 978-2163 for further information.

## Application Deadlines

Following is a list of major agency deadlines through February. Please remember that in most cases applications must be at ORA two full weeks before the agency deadline. Call ORA at 978-2163 for further information.

NRC-CIDA: Research associateships for scientists from developing countries — *January 31*

NRC-Nuffield Foundation: Research grants for established scholars who wish to undertake advanced research, tenable only in the United Kingdom — *January 31*.

Health & Welfare Canada: Renewals for research contributions and awards — *January 31*. (See also Health & Welfare item above)

Labour Canada: Research grants — *February 15*.

International Development Research Centre: Research associateship — *February 15*

Air Resources Branch, Ontario Ministry of the Environment: Research grants — *February 28*.

# The individual or the state?

Does big government smother the individual or is it essential in controlling large-scale problems such as pollution? Prominent European and North American scholars, from diverse ideological and disciplinary backgrounds, will discuss that question during a two-day conference entitled *The Individual and the State*, to be broadcast on CBC Stereo's *Ideas*. (See Events, p. 14.) Sponsored jointly by the CBC and the Centre

for International Studies, the conference will be held Feb. 2 and 3 in the East Hall of University College. Broadcasts will be Fridays at 8.04 p.m., from March 2 to April 6. General admission is \$15 (students \$5) payable to: The Individual and the State, c/o Ideas, CBC Stereo, Box 500, Station A, Toronto M5W 1E6. For further information, call Jane Woods at 978-3350.



## Capital priorities list approved by Planning & Resources

The Planning & Resources Committee recommended approval of the capital priorities list for 1979-80 at its meeting Jan. 15.

The list, a ranking of the University's capital needs in order of priority, has already been presented to the Ministry of Colleges & Universities, subject to approval by Governing Council. Planning & Resources learned that it was unlikely that there will be funding for more than the first two projects on the list — the reconstruction of the Sanford

Fleming Laboratories and the completion of the renovation program at University College, both of which are already under way.

A library for Scarborough College was ranked third on the list, but funding for new construction projects is not expected.

In other business, a working group was established to advise the Planning & Resources Committee about areas in the University which could make the most effective use of a Connaught Development Grant.

## Only the President may fire faculty

An amendment to the new *University of Toronto Act*, passed in the legislature in December, provides that "The President, subject to the approval of the Governing Council, may delegate his duties under subsection 4, other than a recommendation to remove a member of the teaching staff, to any other officer or employee of the university."

As originally proposed, the amendment would have allowed the President to delegate authority to remove both administrative staff and faculty. The change in the amendment was successfully lobbied for by the University of Toronto Faculty Association and the Ontario Confederation of University Faculty Associations.

## William Diebold visits University

William Diebold, senior research fellow at the Council on Foreign Relations, New York, will be at the University for the week of Jan. 22 as Bissell Visiting Professor. Sponsored by the Centre for International Studies and Trinity College, Diebold will deliver a public lecture "Canadian-American Relations in a Changing World Economy" (see Events, p. 13), attend a number of classes, engage in informal consultations, and conduct a colloquium.

Diebold is "an unusually interesting and gifted person", says Robert Spencer, director of CIS. "He has studied in the United States and England and has worked with the US Office of Strategic

Studies and Department of State. Since 1947 he has been with the Council on Foreign Relations as director of economic studies and then senior research fellow.

As well, he's an old friend of Canada, says Spencer. "He's a member of the steering committee of the US-Quebec Committee of the Centre Quebecois de Relations Internationales, and is participating in a study of Canadian-American raw materials problems conducted by the World Peace Foundation and the C.D. Howe Research Institute.

"Besides this, he's a delightfully entertaining and witty person."

## Next year may be better

*Continued from Page 1*

in the University's brief: the goals for universities, funding, the allocation of operating grants among institutions, undergraduate instruction, graduate instruction, institutional role differentiation, research, and autonomy and control.

Council's decision to raise by \$17 the athletic fees for full-time students was made in the face of opposition from student members. Undergraduate student Richard Johnston protested vehemently and graduate student Anthony Usher argued articulately against the increase, pointing out that a 1975 student referendum had indicated clearly the amount students were prepared to pay in support of the new athletic complex — \$10, not the \$17 that was now being demanded.

"Of what value are referendums? Will Governing Council ever listen to what students want?" Johnston wondered.

"But is a 1975 referendum binding today?" queried Professor Conacher.

President Ham noted that, in his opinion, a presidential statement made in September, 1975 — before the referendum — applied to such a quandary as that in which members now found themselves.

"Written by my predecessor, John Evans, the statement makes plain that an increase in expenses will have to be covered by increased revenue from users," the President said.

Eric McKee, the University Ombudsman, presented his report to council, and

noted that there had been a 10 to 15 percent increase in University members making use of his services.

"I'm alive and well," he said. "The duties of my office are sometimes vexing and difficult, but never dull."

The next meeting of Governing Council will take place Feb. 15.

### Governing Council January 18

- approved outline of U of T's brief to the Ontario Council on University Affairs for 1979
- approved preliminary budget for the Department of Athletics & Recreation for 1979-80 including an increase in fees for full-time undergraduate students of \$17 (to \$43.50) and for part-time students of \$1.90 (to \$4.40), of which, respectively, \$2 and \$0.20 are for one year only, pending further review
- approved financial projections for Hart House for 1979-80 including fee increase for full-time students of \$7 (to \$32) and part-time students of \$1.50 (to \$3.50)
- received report of the Ombudsman for year October 1, 1977 to September 30, 1978

## Japanese honour anthropologist

William Hurley is the first foreigner in 100 years to head an archaeological dig in Japan



Randy Brown

The first foreigner to head an archaeological dig in Japan in 100 years is U of T anthropology professor, William Hurley. Hurley has recently returned from the Japanese island of Hokkaido, where his earlier excavation of an ancient village unearthed evidence of some of the earliest plant domestication ever found in Japan. (This evidence consists of carbonized buckwheat, a man-dependent plant.)

His most recent Hokkaido dig was the result of 16 years of negotiation with Japanese archaeologists. Not since Edward Morse, the father of modern Japanese archaeology, excavated a shell mound near Tokyo in 1878 have the Japanese given anyone but their own archaeologists permits for full site research excavations, preferring to dig up their ancestral remains themselves.

Some North Americans have been allowed to work on salvage operations — sites which have to be excavated fairly quickly, since they have been found during construction of roads or buildings, and are soon to be destroyed — but Hurley, in honour of the centenary of Morse's dig, was the first North American permitted to excavate a site no one had touched.

The site, covering approximately 60,000 square metres and buried beneath half a metre of soil in the Hokkaido town of Minamikaybe, is called Yagi. It is estimated to be a village of 40 to 50 pit houses and dates back to approximately 5000 B.C. The village is classified as Early

*Gifts from the mayor of Minamikaybe were presented recently to Chancellor Moore (right) by Prof. Hurley (left) and Prof. Kobayashi of Tokyo's Kokugakum University*

Joman, on the basis of associated pottery which is decorated with string or cord. (Hurley is recognized as a world authority on identification of cord decorated pottery.) It is believed the inhabitants were fishermen and hunters, but it is not yet known if they were early Japanese or native Ainu peoples. The size of the village and the potential number of houses is unusual for its period and for such a northern latitude, says Hurley, so the extent of the find has been surprising to the archaeologists.

Digging at the site was complicated by the fact that above it are garden plots owned and worked by 23 different people. Hurley's team of archaeologists, from U of T, the University of Nebraska, and the University of North Carolina could therefore not dig indiscriminately, but they received permission to excavate one area where they found three houses and a sizeable cache of pottery and stone implements such as arrowheads and animal hide scrapers.

They conducted a proton-magnetometer survey of the entire site, a test which records magnetic currents in the ground. The resistance readings they came up with indicate where all the houses are located, so that Hurley's team, when it returns to the site in the spring, can be selective about where to dig. They will eventually be able to excavate the entire site.

From their preliminary excavation, the team now knows the site was settled by three continuous occupations. More information about Yagi will now be determined in U of T and University of Nebraska laboratories. Physics Professor Ron Farquhar will be conducting radio-carbon and thermoluminescence dating for an analysis of the age of the pottery; Professor Anthony Davis, Department of Geography, will do a pollen analysis of the soil to determine the nature and type of vegetation at the site when it was occupied; and the dig's co-director, Professor Peter Bleed of the University of Nebraska, will be studying the stone tools to identify types and functions.

Hurley's work on the Yagi site is being supported by the National Geographic Society.

*An example of Joman pottery showing the decorative cord*





# Improve your image

COU committee tells universities in report outlining public relations requirements

Universities must communicate to the public what they do, why their work is important, and how they spend their money. This conclusion is contained in a report on the public image of universities in Ontario produced by a special committee of the Council of Ontario Universities (COU).

The committee, chaired by University of Waterloo president Dr. Burt Matthews, has for the past year been examining how individual universities handle public relations, and ways in which each university, and COU, which represents them all, can "improve public awareness and understanding of the importance of universities in society".

Improved communication is necessary, concludes the committee because, although "there seems to be general basic public support for universities and for higher education", the public is concerned about the cost of education and concerned that universities, as well as other public service organizations, "spend their tax dollars in a responsible way and are held accountable".

While the long-term future of the universities depends on performance, not public relations, says the report, improved communications between the universities and their publics will "assist in developing a better understanding of, as well as appreciation for, the value of our institutions of higher learning".

While noting that the major responsibility for improving the public image of universities belongs to the institutions themselves, the committee recommended that COU, which has traditionally maintained a "low profile", should expand its public relations and communications activities in order to deal with issues that relate to universities collectively.

"Efforts to obtain information and informed comment about the universities taken together are often frustrated because there is no one readily available and willing to speak on behalf of the collectivity," says the report.

As part of its expanded public relations program, the committee recommends that COU produce fact sheets, films, press releases and brochures on the Ontario university system; meet regularly with politicians; produce information on council reports and policy statements for members of the university community; set up an advisory committee of executives from business, industry, labour and the public service; and establish personal contact with the media.

Suggestions made in the report as to how individual universities can improve public relations include:

- in liaison activities with secondary schools, continue to place emphasis on the values of university education as well as career opportunities available for graduates
- extend involvement in special programs at high schools, such as contests, music festivals, science fairs, and debating and public speaking contests to enrich the education of high school students
- involve an adequate number of faculty and undergraduate students in high school liaison visits
- review registration procedures in continuing education and part-time studies programs to ensure they are not unduly rigid. (Such programs could have a significant value in improving the image of the universities, says the report, but because "universities are frequently perceived by potential part-time students as giving little or no attention to their unique needs" it seems the opposite effect often occurs.)
- ensure a close working relationship between senior academic administrators and those involved in public relations, and high school liaison personnel so the latter can portray the university effectively and accurately.

The report has not yet been approved by COU.

## Crisis for Ontario universities imminent, says David Inman, OCUFA chairman

Ontario's university system faces a crisis following the announcement by Queen's Park that 1979-80 operating grants will be held to a mere 4.95 percent increase over the current year, says David Inman, chairman of the Ontario Confederation of University Faculty Associations (OCUFA).

Inman says that the government funding means the system faces a cash shortfall of approximately \$32 million in the next academic year and jeopardizes up to 600 faculty positions.

The government's decision to hold the increase to 4.95 percent ignored the advice of its own impartial agency, the Ontario Council on University Affairs, which had recommended in a 1978 White Paper a minimum funding of 6.1 percent to maintain the universities in their present condition.

Inman says the government's announcement "confirms a fear we have harboured for the past several years — that excellence of the mind and innovation in research have no place in a province obsessed with short-term crisis management."

For the past nine years, he says, financial restraints have affected the ability of Ontario universities to maintain and effectively use existing space and replace furniture and equipment, to purchase books and essential technical

and scientific equipment, and to pay professors and non-academic staff salary increases secured by other groups in society.

By reducing faculty, both basic and applied research will suffer a further decline, says Inman.

"The result will be an acceleration of research contracts to the United States and other nations as Canada abandons any effort to maintain credibility in R & D, despite political statements to the contrary. We cannot have credible R & D in a university system using second-rate equipment, outdated library resources, and lacking an adequate pool of scientific talent."

In addition, he says, many of the best teachers and researchers will leave the system for more certain futures elsewhere.

Other "catastrophic" choices universities might have to make in the face of financial restraints include abandoning certain graduate programs, which will mean Ontario won't be able to produce specialists needed in business and government, or new teaching and research talents, and considering dismantling of the province's university system.

# Books

## Exploring Glenn Gould's inner life

**Glenn Gould: Music and Mind**

Geoffrey B. Payzant

Van Nostrand Reinhold

It is very difficult to write a review of this book. Not because this book isn't well done: on the contrary, it's very well written and disarming in its lucidity. Not because the subject isn't fascinating: since the death of Howard Hughes, Glenn Gould is probably the world's most fascinating recluse. And not because the treatment isn't worthy of this unique subject: in every area, the theses are both thoughtful and thought-provoking.

No. *Glenn Gould: Music and Mind* by Prof. Geoffrey B. Payzant of the Department of Philosophy is difficult to review because everything has already been said. On Saturday, May 27, 1978, just four days before the book had been published and before anyone else had a chance to get an opinion into print, the definitive review appeared in the *Globe & Mail* under the by-line of no less an authority than Gould himself. He not only addressed himself to Payzant's arguments, he answered the question uppermost in everyone's mind: What does Gould think of it?

As Payzant points out, and as we ought to expect from one who has chosen a reclusive life, "Gould's private life is austere and unremarkable. A book on his life and time would be brief and boring . . . He has, however, lived an exciting inner life, a life of the mind . . .".

*Glenn Gould: Music and Mind* grew

out of a lecture Payzant prepared at the request of the Hart House Music Committee and delivered, complete with films, tapes, and recordings, to a packed house in January 1975. In choosing Gould as his topic, Payzant discovered a cornucopia of material of all kinds both by and about Gould — mostly by. Over the years, the pianist's outpourings have taken a number of forms and pondered a wide range of aesthetic and philosophical problems: composer-performer-audience relationships, music and morality, music and technology, the nature of a musical work of art, and so on.

The magic of this book is that, in addressing Gould's views seriously, Payzant explores these difficult areas in ways that open them to the musical and philosophical layman without condescending to those more knowledgeable. The simplest way of indicating Payzant's success in revealing this "inner life" is to note that the initial run of 5,000 copies is virtually sold out and a second printing of about the same size is in the offing. There is to be a Japanese edition as well; the publisher has been approached about the Russian rights; and there is similar interest in Germany and France. So the book is a true rarity: an intellectual *and* a commercial success.

Gould's verdict? He loved it!

Susan Wilson  
Department of Alumni Affairs

## Growing up with Virginia Woolf



Between their unconventional sexual proclivities and their impressive intellectual output, the Bloomsbury set continues to be mined for nuggets of gossip and insight — though it hasn't flourished since the early 20th century. Bloomsbury buffs will be treated to another peepshow Jan. 26 when Quentin Bell describes what it was like to grow up amidst the group of writers, artists, and philosophers that included literary luminary Virginia Woolf, art critic Clive Bell, and economist John Maynard Keynes. The lecture by Woolf's nephew and biographer (see Events, p. 13) is being sponsored by the University College Alumni Association as part of UC's four-day symposium entitled *1900: The Turn to Modernism*. A reception in the West Hall at UC will follow the 8 p.m. lecture at Convocation Hall. Tickets are \$5 and \$2 (students) and the alumni association anticipates a sellout. For further information, call 978-4554.

## OISE study finds resistance to cutbacks

Despite the recent campaign for fiscal restraint in education, there is "very considerable public resistance" to cutbacks. This is one of the findings of a study of public attitudes toward education in Ontario conducted by the Ontario Institute for Studies in Education last year.

Nearly 40 percent of 1,025 people surveyed for the study objected to cutbacks at any level of education. However, of those prepared to condone cutbacks, a sizeable majority would prefer to cut back most on funds for

post-secondary education, with the emphasis on cutting back grants to universities.

The study also indicated that, with regard to the financing of education, there is a "clear tendency toward support for a more progressive tax base to bear the costs of elementary and secondary education" (reducing the burden of property tax).

At the post-secondary level respondents favoured corporation taxes and student fees as major sources of funding.



# Accidents *will* happen

but this engineer is working toward making them more survivable

by Norma Vale

**M**aking automobile accidents more survivable is M.M. Davis's goal. For the past eight years this civil engineering professor has headed an accident research team that, under the sponsorship of Transport Canada, has studied over 90 major accidents in an attempt to make certain that we'll walk away from our next collision.

The move away from large, gas-guzzling cars to smaller, lighter vehicles, has caused nothing but headaches for Davis and others in the business of car safety. Just when the number of fatalities has begun to decrease, thanks to improved safety features in newer model automobiles, the popularity of small cars seems to be causing those figures to climb again.

"A driver is twice as likely to be 'fatalled' if a small car hits a small car than if a large car hits a large car," says Davis. "And, if a small car hits a large car," he continues, "the accident is four times as likely to be fatal."

The trouble with small cars, he explains, is that they don't have long extensions of soft, crushable metal front and back that tend to lengthen the stopping distance in an accident. The solution is to equip small cars with crushable foam fore and aft, to absorb crash energy.

Auto manufacturers will have to begin to spend substantial amounts of money to improve small car "packaging", or the ground gained in preventing fatalities will be lost, he says.

Davis's team, made up of a full-time technician and panel of doctors, psychologists and mechanical and metallurgical engineers, begins an investigation of an accident as soon as



they can get to the crash site. They avoid fender-benders and concentrate mainly on those accidents in which cars have to be towed away.

Their investigation consists of recording and photographing interior and exterior damage, and physical evidence such as skid marks or gouges in the pavement. They also check for signs of passenger injury — traces of skin tissue, hair or blood — which will tell them where the passengers struck the cars' interiors. As well, they question those involved regarding the accident's cause — car defect or environmental conditions — and try to ascertain if psychological factors such as driver stress may have contributed.

*Prof. M.M. Davis (right) and accident team technician Lawrence Black examine a tire for gouges*



*This vehicle was hit by a car being chased by police. The driver was wearing a seatbelt and suffered only moderate injuries. Davis's investigation concluded that without a seatbelt the driver would have been killed*

The data they collect is distributed immediately to the car manufacturers, the federal government, the government of the province in which the accident took place, and the Highway Safety Research Institute at the University of Michigan, Ann Arbor.

Davis's team has concluded that new safety devices such as collapsible steering wheel columns and padded instrument panels have indeed been effective in reducing injuries and fatalities in car accidents. However, he is careful to add an important admonition — failure to use seat belts will partially negate the benefits of all the other safety devices.

Since 1962, Davis has insisted that all passengers in his car be buckled up, for short or long trips alike.

"Seat belts are actually most effective for short trips, travelling at slow speeds. Should an accident occur then, seat belts would give you total protection."

Another piece of information that has emerged from the team's investigations is a profile of a person most likely to be involved in an accident — someone young, male, divorced or separated, who has a poor job record and drinks beer to excess. In addition, purpose is a contributing factor, Davis says. Someone who is headed to the store to pick up a quart of milk is less likely to be involved in an accident than someone who is driving about aimlessly.

A major study conducted by Davis's team has been an investigation of school bus accidents. From 1970 to 1977 every such accident within 100 miles of Toronto was investigated by the team.

Davis and his co-investigators found that most school bus accidents were caused by children distracting the driver — refusing to wear their seatbelts and whacking each other over the head with the buckles. As a result, Davis recommended that seat belts be eliminated from school buses, and that any school board insisting on belts should have an enforcement officer on the bus, thus taking the responsibility from the driver.

To make up for the elimination of seat belts, Davis recommended that padded seats be installed on buses. These give virtually the same protection as seat belts, Davis explains, by providing for a less concentrated impact.

Other recommendations arising from the school bus study were that seat anchorages be better constructed, in order to keep seats in place in a collision, and that the riveting of interior panels be improved so that panels buckle in an accident, rather than break and expose sharp edges.

Many of Davis's recommendations have resulted in new federal school bus regulations.

## Press Notes

Do not for that singular interval, one moment, think our pre-Christmas promise to give a book prize for the best reverse limerick has been forgotten. A copy of Bell/Franca: *The National Ballet of Canada: A Celebration* is on its way to C. D. Rouillard of University College for this fine effort:

A bunctious can charge like a ram  
And give you a baste on the lam  
Till your traction is dis,  
Tification is mys,  
And your boozlement, even, is bam.

We should admit here to an addiction (happily incurable) to anagrams, epigrams, puns, parodies, limericks, all kinds of curious verse, and every imaginable word game. Here are some samples; if you have anything to add to the collection, please let us know.

### The classified ad

A key word is misprinted which changes the meaning of the ad completely:

WANTED wife, copper-faced, any size and length acceptable if capable of being bent. Box 30.

Of course, 'wife' should be 'wire.' Purists say the ad must be published somewhere before it's valid, but you can also make them up just for fun.

EDITOR: Excuse me, but is it your intention to waste all of today's column on these adolescent amusements, with no mention whatsoever of the Press?

PN: Not to put too fine a point on it, it is.

EDITOR: Will it get better as it goes along?

PN: Afraid not.

### The smallest headline

This game originated in the office of the *London Times* (in better days). The idea is to invent a headline for the least newsworthy, least-likely-to-be-read story in the newspaper. This was one of the all-time winners:

SMALL EARTHQUAKE IN PERU  
NO ONE INJURED

### Books least likely

Similar to the headline game. The object is to invent book titles least likely to sell. Our sales manager complains that some of our titles seem to fall into this category. Revealingly perhaps, a group of U.S. book critics recently included the following on their list of duds: *Canada: Our Friends to the North*.

### The humorous epitaph

The manner of her death was thus:  
She got druv over by a bus.  
And a certain political science professor was lucky to escape the same fate as this next poor chap.  
Here lies the body of Willie John,  
His bike stopped but he went on.



EDITOR: The whole column is infantile, nonsensical and irrelevant.

PN: Exactly. This kind of stuff will get us a firm foot in the public eye.

University  
of Toronto  
Press



## Campus & Community Affairs holds first meeting

The Macdonald Committee's recommendation that the External and Internal Affairs Committees merge was officially implemented Jan. 16 when the new composite committee, Campus & Community Affairs, held its first meeting.

Sally Henry, chairman of the Internal Affairs Committee, and Sonja Sinclair, chairman of the External Affairs Committee, will co-chair the new committee. Two assessor members, Dr. W.E. Alexander and J.H. Sword, will also serve the committee. Campus and student services will report to Dr. Alexander, whose title has been changed from Vice-President, Internal Affairs to Vice-President, Campus & Community Affairs. Alumni Affairs, Private Funding and Information Services will work directly with the President's office through his special assistant, J.H. Sword.

The committee's calendar of business for the balance of this academic year includes residence room and food service rates, parking rates, compulsory non-academic incidental fees, budgets for the Department of Athletics & Recreation and Hart House, and an administrative report on campus and student services planning.

The special report of the Council of Ontario Universities on the public image of the universities (see story p.4) was presented to the new committee for its information. Several members made preliminary observations on the report, but discussion is scheduled to begin officially at the next meeting, Feb. 13.

### Roch Carrier, Michèle Lalonde assisteront à la semaine Québécoise

Le Département de français annonce une Semaine Québécoise, qui commencera lundi 5 février. Cette semaine comprendra, entre autres choses, des rencontres avec des artistes québécois qui exposeront leurs oeuvres: Marcel Dubé, dramaturge, qui parlera du théâtre québécois; Roch Carrier, romancier, qui parlera du roman québécois; et Michèle Lalonde qui donnera lecture de ses poèmes.

Il y aura aussi des déjeuners, une exposition de journaux français, des cafés-théâtres, une soirée dansante, et une dégustation de vins.

Pour de plus amples renseignements, appeler 978-3167.

### Courses in religious studies

The Centre for Religious Studies plans to offer two courses, to be taught by Professor Roger McDonnell, visiting associate professor, in the spring session.

Religion in Non-Literate Societies (REL 1180S) will be given on Friday from 3 to 5 p.m. The course will examine approaches that have been developed to study religion in societies that do not possess written texts and neither maintain nor recognize an institutionalized separation of the religious from the non-religious.

Myth and Ritual in Native Canadian Culture (REL 1181S) will be given on Thursday from 4 to 6 p.m. Contemporary approaches to myth and ritual will be examined with reference to the material of native Canadian cultures. Extant ethnographic materials will be scrutinized in class in order to achieve a critical appreciation of current methods of analysis.

Both courses will be given in 14-345 Robarts Library. For more information, telephone the Centre for Religious Studies, 978-3057.

## Governing Council election

Prospective candidates for election to the Governing Council are reminded that nomination papers must be filed by noon Friday, January 26. Nomination forms and copies of the regulations (Election Guidelines) covering the election are available from the Governing Council Secretariat, room 106, Simcoe Hall, or the registrars' offices at Scarborough and Brindale Colleges.

There are vacancies in four teaching staff constituencies, all eight seats in the three student categories, and one seat in the administrative staff constituency.

Nominations must be signed by the following number of nominators:

- teaching staff — 10
- graduate students — 15
- full-time undergraduate students — 30

- part-time undergraduate students — 15
- administrative staff — 20

Present members of the Governing Council whose terms expire June 30 next may be nominated again if they are continuing in the same constituencies for which they were elected previously. Those elected this year from the teaching and administrative staff constituencies will serve for three years from July 1, and from student constituencies for one year, as required by *The University of Toronto Act, 1971*.

Descriptions of the constituencies were published in the *Bulletin*, Jan. 8. Enquiries for further information should be directed to the Governing Council Secretariat at 978-6576.

Election shall be by mailed ballot.

### Fees for visa students

*Continued from Page 1*

the reasons for this opposition to the Minister of Colleges & Universities.

"We're simply doing this to save our consciences," said Prof. Conacher, "but we're going to end up antagonizing the government and putting the President in an awkward position."

The United States and the United Kingdom have differential fees, he said, and it would be unfair to expect Ontario taxpayers to pay four-fifths of the actual cost of each foreign student's education as is done for residents and landed immigrants.

Conacher said he would support having scholarship funds to help needy students from abroad meet visa requirements, but he couldn't see subsidizing students from Hong Kong whose parents had been able to afford to send them to private secondary schools here.

Alumna Joyce Forster endorsed Conacher's view: "This kind of motion does great damage to our credibility at Queen's Park. On the one hand we're screaming financial emergency and on the other, we're reluctant to accept money from visa students who went to Upper Canada College last year but who cannot afford us this year."

Dean Etkin said it would be hypocritical for the committee to oppose differential fees without considering which aspects of the University's operation members would be willing to eliminate to support the scheme "or are we asking the taxpayers to foot the bill?"

Further debate on the Langan motion was deferred until the next meeting;

however, the committee did approve an amendment proposed by part-time undergraduate Beverley Batten to the effect that the committee "require the President to explain to the federal government the desirability of needy students being allowed to enter the country when bursary funds are available for them". Under Canadian immigration policy, students applying for a visa must demonstrate their ability to support themselves for the duration of their stay. Funds to be received after their arrival are not taken into account.

Chant opposed the amendment, saying that the committee "hadn't considered the complexities of proposed negotiations with Ottawa" and added that the University's bursaries are not big enough to contribute much to a student's living expenses in Toronto.

Batten said the purpose of her amendment was "to stress that present policy doesn't work. On the one hand, the University is saying it welcomes visa students but on the other, we know the most needy ones cannot get here. Either they need to receive this money before they get here or they should be given some guarantee that the money will be forthcoming after they arrive."

Full-time undergraduate Brian O'Riordan said the University's role "in the whole field of international education should have been looked at long ago. As it is, two-thirds of our visa students are from the US and Hong Kong. Perhaps we could strive for a more cosmopolitan mix."

## Northrop Frye Chair

A scholar of "intellectual vigour and original thought" is being sought internationally to be the first holder of the Northrop Frye Chair in Literary Theory, established as part of the University's 1977 Sesquicentennial celebrations. Twenty nominations have already been received as a result of letters sent to graduate department chairmen in the humanities division.

The holder of the chair will offer a series of public lectures and teach a graduate seminar on literary theory. Tenure will normally be for one term of each of two consecutive years, beginning in the 1979-80 academic year. The objective is to "promote original enquiry in the general domain of literary study".

A five-member selection committee headed by Professor M.J. Valdes, chairman of the graduate program in comparative literature, will meet Jan. 28 to review all nominations. A decision will probably be made at the committee's Feb. 15 meeting.

Nominations should be submitted to: Prof. M.J. Valdes, Northrop Frye Chair Committee, Robarts Library, room 14045. For further information, call 978-6363.

### Anglo-Saxon colloquium at Scarborough



Scarborough College will be the site of an Anglo-Saxon Colloquium Feb. 5-13. The college's second medieval colloquium, this year's event will be devoted to the Anglo-Saxons and their neighbours.

On six days (see Events, p. 14) 12 lectures will be given, two each day from 3 to 5 p.m. "Most of the speakers belong to the rich complement of Anglo-Saxon, Saxon, Old English and Celtic specialists on the Scarborough and St. George campuses," says Michael Gervers, the colloquium's chief organizer. Lectures will also be given by scholars from York and Concordia Universities.

"The subjects to be discussed cover the scope of Anglo-Saxon civilization: the establishment of towns, law and order, saints' lives, the role of the Celtic church, manuscript illumination, the Bayeux tapestry, literary types including the use of the gospels, and literary interlace," says Gervers. Several presentations will be illustrated with slides.

"As well there will be a display of Anglo-Saxon artifacts at the college's art gallery," Gervers says. "Actual artifacts are on loan from ROM's Greek and Roman, and European departments; facsimiles and reproductions have been borrowed from Wycliffe College and the Pontifical Institute of Mediaeval Studies. Of particular interest are Anglo-Saxon coins, Roman artifacts, a facsimile manuscript of the Lindisfarne Gospels and a reproduction of the Ardagh chalice.

"We're hoping that the display of artifacts, as well as the lectures, will bring a lot of people out to Scarborough who might not otherwise have occasion to visit the campus."

## OPEN UNIVERSITY FILMS

### Preview Series — January 25th and 26th

Open University films, renowned throughout the world for their academic and technical excellence, will be screened in open sessions at the

AudioVisual Library  
9 King's College Circle

#### January 25th

9 am - 12 am  
1 pm - 4 pm  
4 pm - 7 pm

Social Science Films  
Science Films  
Technology Films

#### January 26th

9 am - 1 pm  
2 pm - 4 pm

Arts Films  
Mathematics Films

Descriptions of the films available for the series may be obtained from the AV Library. In addition to the programmed screenings, preview facilities will be available to individuals or small groups for on-request screenings at other times.

These previews have been organized with the assistance of International Tele-Film Enterprises (Distributor of Open University Films in Canada.)



A university's reputation is built on three activities — teaching, research and publication — yet only two receive much attention. Research and publications can provide international recognition and tangible testimonials at promotion time; even the popular press reviews scholarly books and describes research projects that have received major grants or resulted in significant discoveries.

Then there's teaching, the Cinderella of the academic world, left at home to tend the hearth, with little hope of sharing in the incentives or glories accorded her two step-sisters.

Just what does make a good teacher? Education Professor Edward Sheffield tried to offer insights, if not answers, by

editing a book entitled *Teaching in the Universities: no one way*. In it, 23 professors, identified by their former students as excellent teachers, present highly personal accounts of their views on teaching and their ways of going about it.

Based on comments from both the teachers and the students, Sheffield compiled a list of what he interpreted to be the 10 most important characteristics of effective university teaching. In the order of the frequency with which they were mentioned by his contributors, those characteristics are:

- mastery of subject
- lectures well-prepared, orderly
- subject related to life, practical
- enthusiastic about subject

- approachable, friendly, available
- concerned for students' progress
- had a sense of humour
- warm, kind, sympathetic
- used teaching aids effectively

To offer a glimpse of those qualities in action at U of T, four professors have been selected on the basis of repeated recommendations by their students and colleagues.

Since the early sixties, every student in U of T's medical school has worked with Dr. James S. (Jim) Thompson. He lectures in three types of anatomy — gross, radiological, and surface — and conducts laboratory sessions. But his reputation is built largely on the bonus time he willingly spends helping students to understand his subject.

Ralph Scane is noted in the Faculty of Law for his ability to make property law, wills, and trusts seem understandable, entertaining, and worthwhile. His practical, rather than academic, appreciation of the law is considered to be his greatest asset.

John C. Meagher teaches what could be called "applied religion" at St. Michael's College and William F. Graydon teaches "theological thermodynamics" in the Department of Chemical Engineering. Both men regard their subjects as being at once workaday and transcendental, and both have a love of theatre that makes their classes memorable. (See Pages 8 & 9)

## Teaching: academe's Cinderella by Pamela Cornell

Teaching in a university is an occupation that demands energy and concentration. A teacher can hardly be expected to assess his own performance — deciding which tactics work well and which could be improved — while communicating complex material to as many as 250 students at a time. Yet most want to do the best possible job; all they need is someone to help them see themselves as their students see them.

At U of T there is such a person — Richard Tiberius, educational development consultant. A graduate of the Ontario Institute for Studies in Education, he came to the University as a consultant almost three years ago, when the Ontario government began providing "seed money" to improve teaching at universities throughout the province.

The warmest endorsement of his efforts comes from the professional faculties. The Faculty of Law was among those that invited him to sit in on classes and talk to students.

"He was very effective, not at all dogmatic or doctrinaire," says Dean Martin Friedland, one of about a dozen law professors to participate in Tiberius's program. "At first we were afraid he'd try to fit us into a mould, but he recognizes that there are lots of different teaching styles. He didn't interfere with the subject, just made us aware of student concerns. Also he could observe what seemed to be working well for each of us and reinforce the good things we were doing."

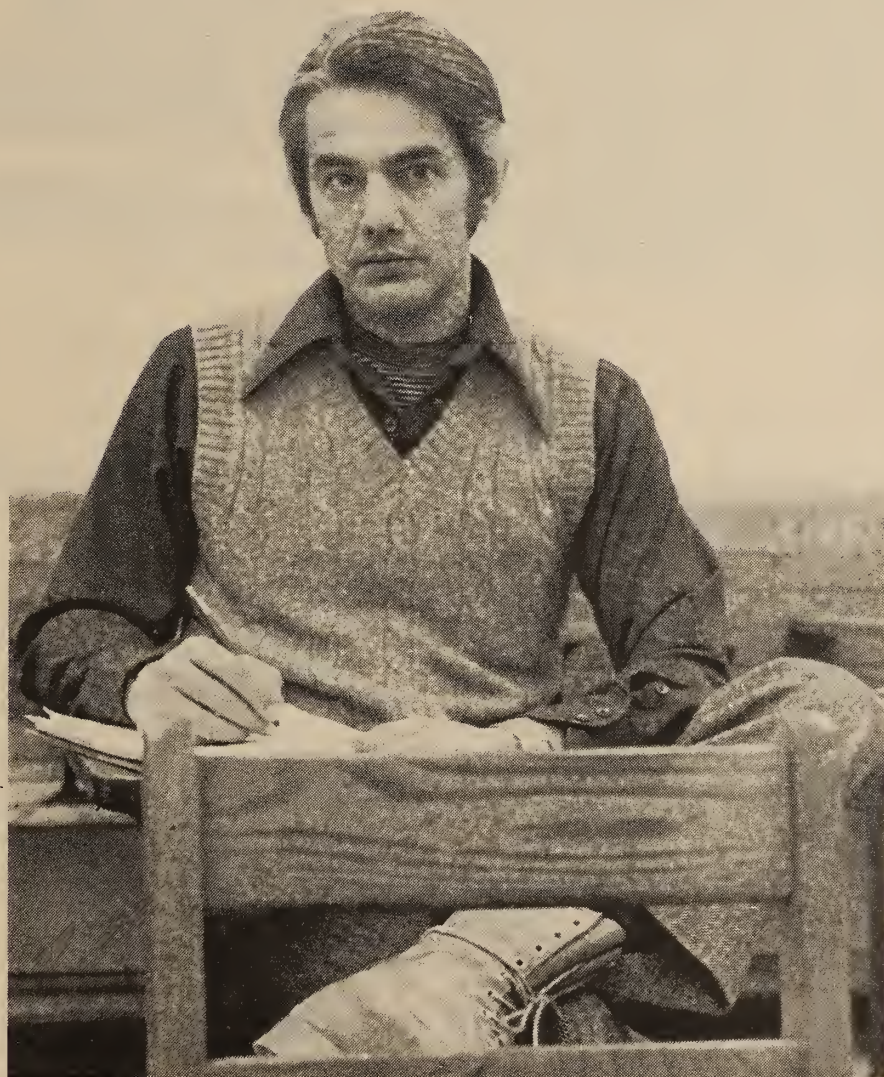
That program in the Faculty of Law is pretty typical of the way Richard Tiberius operates: once a faculty or department has decided to use his consulting services, an announcement is made and faculty members are invited to participate. Several of the organizers usually volunteer in order to reassure the fainthearted.

Tiberius begins by meeting with the teacher to find out: a) how he perceives the students; b) how he thinks he is perceived by them; c) what he sees as the main role of each of his courses within the entire educational program of the student; and d) what he views as the inherent problems in teaching his particular subject to the particular group he faces.

The teacher usually asks not to be given advance notice of a class visit but Tiberius always tries to let him know when he's there. Then he sits as close to the back as possible, which enables him to observe the verbal and non-verbal responses of both teacher and students.

Meanwhile he's sorting out the relative importance of his various observations to identify the dominant patterns that emerge. Are there sequences of interaction (such as setting up and solving problems) that are repeated over and over? Is the teacher's attitude towards his students implicit in his behaviour? Is he supportive and sympathetic, or condescending, angry and defensive? Are the students interested and respectful or distrustful and bored?

Just before the end of class, the teacher introduces Tiberius as having been invited specifically to help the teacher improve his teaching. Then he leaves and Tiberius



picks a random sample of students by cutting the class list up into individual names, shuffling them in a little heap, and drawing six. The names are announced and, provided they agree to participate, the students come forward to arrange a meeting. Tiberius briefly explains how information from the group will be used, and assures members of their anonymity.

The group's purpose is not to solve problems or achieve consensus, but to identify issues relevant to the teaching of a certain course. Tiberius begins by getting the students to talk about their attitudes to the course and their experiences with it.

The students' first inclination is often to view the group discussion as a gripe session. Tiberius tries to get them to focus on *issues* rather than criticisms. For example, there could turn out to be a gap between the students' expectations and the teacher's intentions. Both sides would be experiencing frustration with neither realizing why. But once an objective observer had pointed out how they were operating at cross-purposes, they could adjust their attitudes and approaches.

A recurring issue is how teachers ask questions. What a teacher regards as Socratic dialogue designed to engage students' minds, the students might see as a dogmatic drill in which they attempt to discover precisely what is on the

teacher's mind. Tiberius calls the exercise find-the-thimble.

"Making students answer specific little questions is an insulting and degrading game unless the terms are negotiated in advance and the students agree such a drill would be useful. That done, a teacher can actually add humour to the exercise by firing off questions, pointing to each respondent, and snapping his fingers to keep things clipping right along. If students agree that something is for their benefit, almost any technique is acceptable. It's what's behind a question that's important; is it meant to ensnare or humiliate students while stroking the teacher's ego?"

Even more destructive than find-the-thimble is a game Tiberius calls "where's-the-hammer". The scenario could go like this: a professor who has taught a complex literary work for the past 15 years asks his students around the seminar table to sum up the main point of the text, which they have just finished reading for the first time. After several students have struggled to give him what he wants, the professor offers his own synthesis, at once incisive and elegantly worded. He has goaded the students into parading their ignorance then pulled out his "hammer" and clobbered them... hardly an incentive to stimulating discussion.

Tiberius makes it clear to the six

students in his discussion groups that he's not looking for a consensus or a winning argument on the relative merits of a teacher's technique. He looks for reaction (not necessarily verbal) from each person on each comment. The most important characteristics of teaching, he says, are not so clear cut that students are unanimous either in supporting or condemning them. The next step is to get the teacher's reaction to the list of issues generated by the students.

"That technique is far better than impersonal questionnaires," says electrical engineering professor Ian Dalton. As chairman of his faculty's teaching methods committee, Dalton invited Tiberius to sit in on engineering classes and even agreed to be a guinea pig himself.

"In the professional faculties," says Dalton, "I don't think we're particularly sensitive about anyone meddling in our personal involvement with the subject matter. Most of us see our jobs as imparting concrete, impersonal facts. A fact for me is a fact for my colleagues. I'd just like to be able to put it across as effectively as possible."

"Tiberius had very useful personal things to say. On the whole, I was relieved at the comments my students made to him. It was a comfort to know I wasn't considered a total disaster. There were some criticisms and I've been trying to act on them, though not in any systematic way. For example: I like to tease, and several students thought I was deriding them, so now I go a little easier. Also, some seemed to think that in giving them hard tests I was trying to embarrass them when really I was just trying to stretch them, to get them to be on top of the subject."

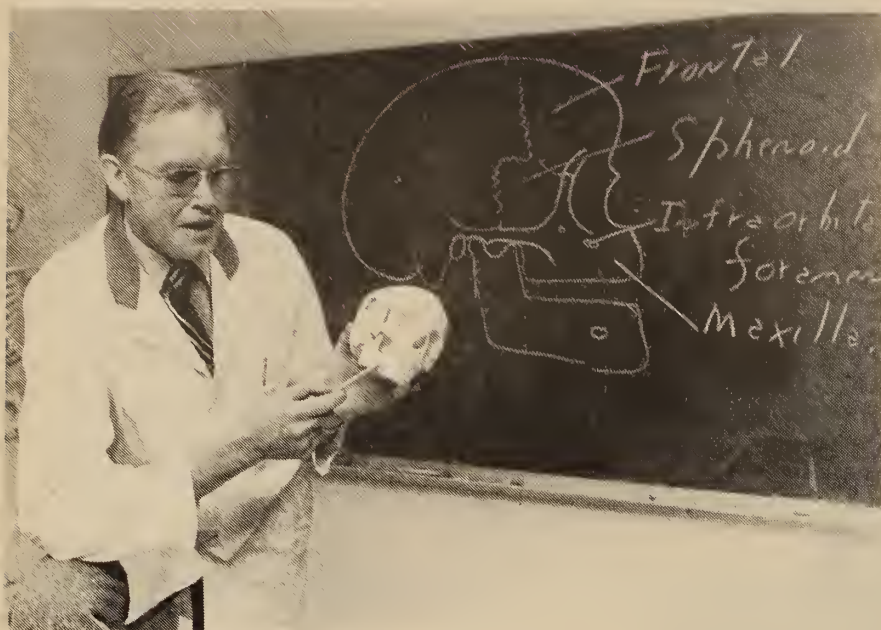
Within the Faculty of Medicine, Tiberius's consulting services have been extensive enough to warrant a cross-appointment to the Department of Family & Community Medicine. Department chairman Dr. F.B. Fallis says Tiberius is a valuable member of his staff. "Ours is such a relatively new discipline, we feel we really need some educational expertise."

Last summer, after teaching had been given a prominent place in the University's official policy on promotion, Tiberius returned to the engineering faculty to help devise methods of evaluating teachers. But he's quick to point out that he himself doesn't do evaluations.

"My work has nothing to do with evaluation for tenure or promotion. The very people I'm here to assist wouldn't let me near their classes if they thought I was some kind of hatchet man reporting to the dean or the faculty screening committee."

"I've seen hundreds of lectures all over campus, so I can assess the success of a teacher's methods in relation to his intentions. But to assess how well a professor teaches geophysics, I would have to know a lot about geophysics and how it's being taught elsewhere in North America. Ideally, a faculty should be able to call on both types of consultants to help evaluate teachers."





## Hundreds of diagrams in his head

Dr. James Thompson doesn't show slides in his anatomy lectures. He knows it would be foolish to turn out the lights on 250 first year medical students whose workload makes them skimp on sleep.

Thompson prefers to draw his anatomical diagrams on the blackboard with coloured chalk. He says it builds rapport with the students and gets his points across far more effectively than slides, anyway.

He begins by sketching the day's target area, perhaps a cross-section of the abdominal cavity. Then, moving along the blackboard, he does detailed sketches of specific muscles and organs, viewed first from one angle, then from another. The colours — orange, purple, red, blue, brown, and yellow — are as bold as the strokes he makes in charting our inner convolutions.

"He must have the whole body memorized," marvels student Paul Pianoso. "It's funny to think of him walking around with all those diagrams stored in his head, but that kind of thorough knowledge sure inspires our confidence." Student Miriam Myers is impressed by Thompson's ability to be enthusiastic about each diagram "though he must have drawn them all a hundred times."

To keep lectures fresh, the veteran teacher tries to surprise himself from time to time by using household gadgets to illustrate important anatomical points. Wire handles on a plastic pail can be raised and lowered to show how the rib cage moves, increasing and decreasing the volume of the chest cavity. Two cardboard triangles on a piece of kitchen twine can be manipulated to show what our vocal chords look like when we

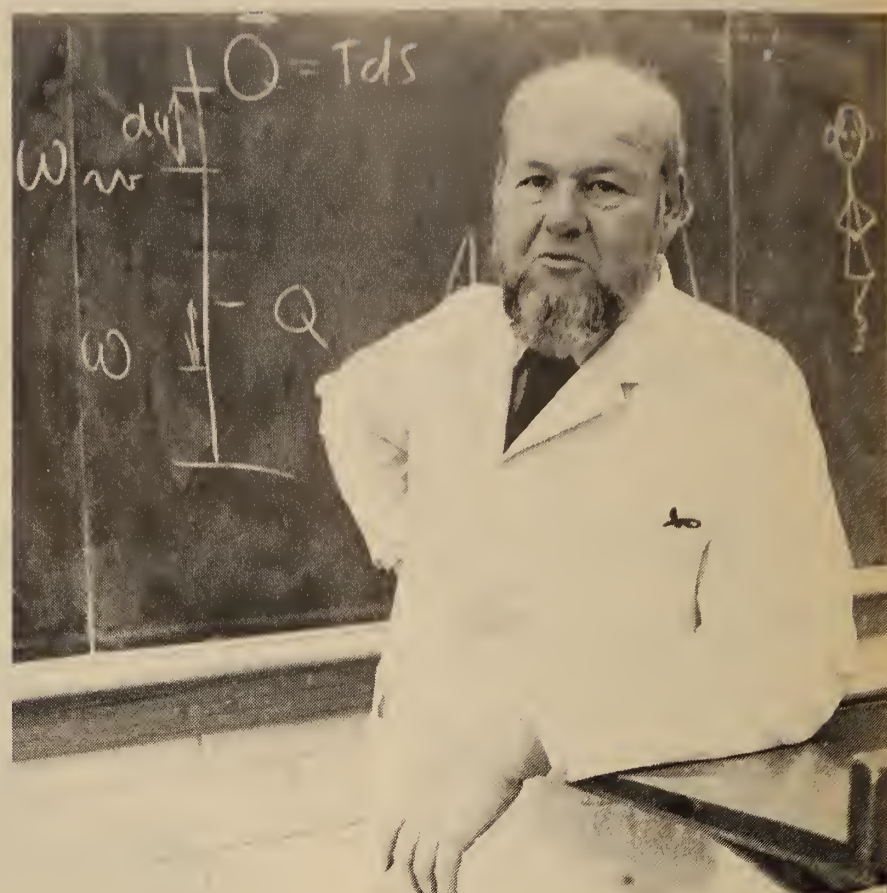
whisper. A light bulb and a plastic bag represent the testes in relation to adjacent tissue. The demonstrations are vivid, imaginative, and full of functional humour.

Even as a medical student, Jim Thompson knew he would prefer teaching medicine to practising it. His father taught biology at the University of Saskatchewan (going on to become president of that university for a period of 10 years) and Jim always enjoyed the intellectual stimulation of the academic world. He almost seems to stand in awe of his students. "These are very bright people," he says. "Each year there are about 2,500 applicants for medical school. Only one in 10 is chosen. These are the top 250, and it's obvious from the questions some of them ask."

He's really dedicated to those students, says Miriam Myers. She says she has gone to his office at 5 p.m. to ask for help with an academic problem and, even though he had on his coat and was on his way home, he took time to offer a detailed explanation. Paul Pianoso says Thompson gives the impression he'd be willing to drop whatever he was doing to answer a student's question.

Making the subject clear isn't as easy as it was when Thompson began teaching at this University in 1963. About 10 years ago, the anatomy program had to be condensed to make room in the timetable for relatively new courses, such as immunology and medical genetics. Thompson has had to be more selective about his material, cutting out some things that could improve the students' overall understanding of anatomy.

"I'd like them to feel I was doing my best to assist them in their learning so they'll be good doctors," he says, leaning forward earnestly. "I hope that someday they'll be able to look back on this course fondly, not just as a hurdle that had to be passed."



## Slip the learning in with the fun

Bill Graydon's father used to manage Shea's Hippodrome, the Toronto theatre where all the big-name vaudeville acts performed 50 years ago.

That's probably why Graydon's teaching style is pure music hall — a steady stream of patter full of jokes, aphorisms, and homespun philosophy. "I like to hear people laugh," he says, "and it's a good time to insert serious thinking. When students are enjoying themselves, they trust you; and you can slip the learning in with the fun."

William Frederick Graydon, 59, teaches thermodynamics to third year chemical engineering students. The subject may seem remote to most people, but to him it's the key to social action and spiritual inspiration. There's evangelical fervour in his voice when he talks about it.

"I might sound like a madman up there but this course isn't just about jokes. It's about lifting the load off people's backs."

"In classical thermodynamics the processes are assumed to be reversible, idealized, perfect. I start with those, then relate them to the real world. You can't risk on models; you have to risk on reality. And thermodynamics is an excellent vehicle in any honest appraisal of reality. I'm always quoting from the Bible and Shakespeare to my students because the truths in those books tie in so beautifully with the truths in thermodynamics."

A stained glass window in Graydon's office door bears witness to his ecclesiastical zeal for his subject. The window depicts a hand pointing heavenward, a flame, and a balance: all symbolizing the first and second laws of thermodynamics. He explains:

"The first law says there is a balance in the world, a justice, a conservation of energy. The second law attests to man's fallibility. It says that every real occurrence is imperfect. Adam fell and man is born to trouble as the sparks fly upward."

"Those laws are comforting because they remind us that perfection isn't possible on earth. Naturally we should do our best, but striving to be perfect is arrogant and just results in bitten

finger nails and trips to the Clarke (Institute of Psychiatry)."

To hear Graydon talk about thermodynamics, you'd think nothing could matter as much to him but he's at least as zealous about his students.

As soon as he receives his class lists in the fall, he tracks down the students' photographs and pores over them until he's memorized names and faces. When the students come in for their first class, he's able to greet each one personally. His next step is to set up a schedule of individual interviews.

"I want to know every student by name and understand how each one thinks. Without that personal relationship there can be learning, but there can't be teaching. This University was built on the tutorial system. Unfortunately we've strayed from the original intent. Bigness combined with efficiency is inhuman."

That concern is appreciated by his students.

"Memorizing and manipulating mathematical symbols is secondary in Graydon's course," says John Helou. "To him, understanding is everything. He doesn't give you the answers; he leads you to them."

Tom Latta explains that equations in thermodynamics are full of subtleties but Graydon goes over all the implications until each equation makes sense.

"We learn to really understand and appreciate the symbols we're using," says Latta.

At the beginning of each class, Graydon gives a 10-minute test on the material covered in the previous lecture. The papers are passed to the front and he writes the answers on the board. Immediately after the class, he glances through the tests to see who has understood and who hasn't. The former will be congratulated; the latter, invited for private tutorials.

"He doesn't want us to cram because that sort of knowledge is forgotten right after the exam," says Ann Kostas. "He worries about what we'll retain in 20 years."



---

# Preliminary Report of the Collegiate Board Review Committee

## Preamble

The Collegiate Board Review Committee was established in February, 1978, to re-examine the *Memorandum of Understanding* that was signed on April 15, 1974; to review the difficulties experienced in implementing the objectives and mechanisms stated in the *Memorandum*; to reassess the role of the colleges and the degree to which responsibilities might properly be decentralized or centralized; to consider the advisability of different arrangements for University College, the constituent colleges and the federated universities and for different departments; and to specify all changes that should be made in the *Memorandum*.

Members of the committee are: Professor W.J. Callahan, President G.S. French, Dean A.M. Kruger, Principal G.P. Richardson, Professor Jacob Spelt and J.H. Sword, chairman. Dorothy Robertson was secretary until her retirement at the end of June and was replaced by Frances Ireland.



## Introduction

Despite the compromises which it embodied, the Federation Act of 1887 must be regarded as a wise and statesmanlike measure. It has given Ontario a provincial university worthy of the name. In view of the amazing developments in higher education during the last half-century, university federation in Ontario was perhaps bound to come sooner or later; but this does not lessen the credit of those who were primarily responsible for the Act of 1887. Chief among these were William (now Sir William) Mulock, then vice-chancellor of the University of Toronto, and Nathanael Burwash, subsequently chancellor of Victoria University.

W.S. Wallace

*A History of the University of Toronto 1827-1927*

Under the Federation Act of 1887 the independent Victoria University, and subsequently Trinity and St. Michael's, joined with the University of Toronto as teaching institutions; each kept most of its former responsibilities for teaching in the humanities,\* as did University College; the University accepted responsibility for teaching in the sciences and the emerging social sciences. The act stated that additional subjects might be assigned either to the colleges or to the University. All the colleges provided much of the teaching for their students, and offered them membership in flourishing academic and social communities; each college constituted a distinctive intellectual universe for its staff and students, with special emphasis on the education of the undergraduate.

Many factors combined to change this situation: the shift of public and scholarly interest to the social and natural sciences, the formation and growth of the professional schools, the shift of population to Metropolitan Toronto and consequent preponderance of commuter students, the demand for general as distinct from specialist education for undergraduates in arts and science, the assumption by the University of responsibility for all the additional subjects, even those in the humanities such as Russian and Chinese, the repatriation of graduate work (for which, formerly, Canadian students had had to go abroad), and the effects of expansion in this area on academic priorities, and, finally, the enrolment increases of the 1960s. In these circumstances the colleges began to lose contact with the majority of their students, as was noted in the Woodside Memorandum of 1959 and subsequent studies. In the 1960s the University established additional colleges, as had been recommended in 1956 by the Plateau Committee of the Senate. But the Macpherson Committee commented in 1967 that the colleges were not for most of the students enrolled in them "academic communities in any effective sense", and urged that major changes be made in the college/university relationship. The "New Programme" introduced in the Faculty of Arts & Science in 1969 furthered the flight of students from the subjects taught in the colleges and at the same time deprived the university departments of

much of their supervisory role. There was a growing awareness that the students in arts and science were becoming an anonymous multitude, characterized by loneliness, alienation and lack of direction. Simultaneously, financial pressures on University and colleges alike were becoming heavy.

In May, 1970, those financial pressures were described in a brief to the Minister of University Affairs from President C.T. Bissell, President J.E. Hodgetts, Provost D.R.G. Owen and President J.M. Kelly, and the government was urged to remove the anomaly whereby the federated church-related colleges received less support ("half-grants") in respect of their students than did the rest of the University. The deputy minister, Dr. E.E. Stewart, wrote to Dr. Bissell on July 10, 1970, asking "what involvement church bodies have in the appointment of members of the College Boards and in general decisions about the operating of the Colleges including such matters as curriculum, faculty appointments and student selection?" In response, Dr. Bissell forwarded detailed statements from the college heads establishing their freedom from any denominational control in academic matters. Two years later, in August of 1972, the Hon. Leslie Frost and other members of the Committee on University Affairs (CUA) convened a meeting to inform the presidents that they were recommending full funding for both arts and theological students of the church-related colleges under certain conditions: students must be registered with the University; degrees must be granted by the University; equitable financial arrangements must be made for the distribution of the formula funds, all of which would be paid by the government to the University; and the colleges would have no entitlement for capital funds.

Meetings of the heads of the federated universities (sometimes augmented by the theological college principals) with President J.R. Evans and one or more vice-presidents and generally the dean of arts and science, were held almost continuously during 1972-73 with the aim of reaching some kind of financial federation; simultaneously the Inter-College Committee chaired by Principal J.M. Robson was exploring an expanded teaching role for the colleges; but the traditional and legislative barriers to change bristled with difficulties. In May, 1973, a further note of urgency was added when the Berlyne Implementation Committee, reinforced by the General Committee of the Faculty of Arts & Science, placed in the forefront of its recommendations "that for the proper working of these arrangements it will be necessary that a satisfactory basis for financing college teaching be established and, therefore, that there be a strong recommendation to the President that such a basis be established as soon as possible." The dean of arts and science conveyed this strong recommendation to the President.

The evidences of coming austerity, the lack of government action on the CUA recommendation for full funding, the comparisons of enrolment pressures upon different departments, and the discussions themselves had by this time made it clear

that a rationalization of the rich resources in the humanities departments would be essential to any satisfactory basis for financing college teaching. Accordingly, during 1973-74 the group that was convened for these discussions included the executive and/or academic heads of all colleges and the deans of arts and science and graduate studies. The department chairmen in arts and science were kept informed periodically by the dean, and most of them accepted invitations to meet with the group, but it appears that little substantive discussion was held among them.

In October, 1973, President Evans produced a "Work Paper on Arts & Science Organization and the Role of the Colleges"; from this and the responses which it elicited, the group was able to develop a "Progress Report to the Academic Affairs Committee on the Role of the Colleges". On December 19, 1973 came the long-awaited announcement of full formula funding for church-related college students (not including theological students) to be effective from September, 1974. Dr. J. G. Parr, now deputy minister of university affairs, requested not only confirmation of the acceptance of the conditions of the grant but also an account of the internal financial arrangements.

The Progress Report was on the whole received with favour. A number of the "areas for further study" listed therein were assigned to individuals (e.g., definitions of appointments to Principal J.M. Robson, financial relationships to Principal E.A. Robinson, departmental organization to Professors L.E. Lynch, Dana Rouillard and Milton Israel), and a drafting group (Dean R.A. Greene, Provost George Ignatieff, Principal Peter Russell and Frances Ireland) began on January 16, 1974, an intensive series of meetings which culminated after many drafts in the *Memorandum of Understanding* that was accepted on April 15, 1974.

## Objectives

The objectives of the *Memorandum of Understanding* of April, 1974 were, in summary: to increase the incidence of the teaching of undergraduates in their colleges, thus reducing anonymity and improving the learning process; to develop distinctive educational programs and techniques in different colleges; to permit any arts and science subject to be taught in the colleges; and to produce a more helpful environment for students in the colleges by providing more counselling, more contacts with staff, college sections of large classes, and special college programs—all subject to approval by the Faculty of Arts & Science.

In addition, the *Memorandum* provided for the integration of the teaching staffs of the colleges in new University departments, thereby eliminating the long-standing distinction between "University" and "College" subjects. The departments in the former college subjects were to be organized and governed in conformity with the Haist Rules. Chairmen were appointed during 1974-75 and on July 1, 1975 the new departments began to function.

On the whole, more progress has been made in the consolidation of the

new departments than in meeting the other academic objectives of the *Memorandum of Understanding*. The allocation of teaching responsibilities has been rationalized and there has been significant movement of faculty from one college to another to meet changing requirements. The sectioning of large first year classes has been implemented more vigorously than before the *Memorandum* came into being. In effect, the rigid mould of the past has been broken once and for all, and the resulting flexibility makes it possible to work towards recreating the colleges as the flourishing academic and social communities they once were and should be again.

However, in the light of four years' experience, several glosses on the earlier statement of objectives seem appropriate:

- (a) the wide variation in size and facilities among the colleges and departments implies wide variation in their respective priorities and in the time required to achieve them and makes it difficult to define a mutually satisfactory basis of co-operation between departments and colleges;
- (b) the financial situation of the whole University affects adversely the rate of progress that can be made in areas where the improvements will be costly, e.g., college-based sectioning of large classes or the provision of more college office space;
- (c) the process of diversification of college staffs has proved to be slower than was anticipated;
- (d) the opportunities for furthering the enrichment of students' experience and development through non-classroom activities are greater than was reflected in the *Memorandum*.

Despite the adverse financial circumstances we believe that much more can be done than has yet been achieved to offer every undergraduate in arts and science a stimulating intellectual experience and a rewarding social and cultural environment through the college affiliation that he is required by statute to assume.

## The colleges and the departments

College membership is prescribed so that arts and science students will belong to a distinctive group smaller than the Faculty and will have the opportunity of enjoying the advantages such an arrangement offers. Opportunity, not compulsion: the contemporary lifestyle of many students involves family and/or employment responsibilities and rules out more than the essential formal attendance and assignments; others lack not time but interest; and still others find a satisfactory academic home in their academic departments with their peers and seniors who are working in the same discipline. For the majority, however, this University recognizes a responsibility which it has decreed should be discharged largely through the colleges. To quote from the University's General Objectives, the learning and teaching function is "not merely a transfer of information, but has as its main object the intellectual, cultural, and professional development of individuals. Man's intellectual heritage must be communicated with an enthusiasm which will generate an infectious eagerness for ideas and a love of truth."

The fact that every undergraduate in the Faculty of Arts & Science is

\*Departments of Classics, English, French, German, Near Eastern Studies, Philosophy, Religious Studies.



required to enrol in a college means that a matrix exists for each student, with college lines intersecting departmental lines. If all were functioning together it would not be possible for a college head to write that "many if not the majority of students live in an intellectual and social universe characterized by incoherence, a lack of concern for excellence, and by social anonymity". As it is, the size and complexity of the Faculty of Arts & Science produce problems for individuals, problems of coherence and identity which the colleges can and should alleviate. The implications of the statutory requirement to enrol in a college are that the college ought to provide classrooms, a library, recreational facilities, food services, residence accommodation, cultural amenities, and a social and intellectual environment that respects individual students, encourages them to contribute to the community, facilitates the development of literary and numerical competence, and fosters aesthetic, social and physical maturation, and, over time, helps them to glimpse the means of integrating the bits and pieces of knowledge they have acquired.

Dean Kruger has told this committee that the Faculty of Arts & Science has two main objectives: to offer high quality instruction in the disciplines and to develop these disciplines to levels of excellence; and to offer students an education of lasting value, both intellectually and socially. The colleges, by their nature, have the potential of playing the major role in providing undergraduate students with a lasting educational experience involving some breadth of interest beyond the subject of specialization, whereas the prime responsibility of the departments relates to the first objective. Colleges have an equally strong commitment to academic excellence. The colleges share with the Faculty as a whole a broader view of education, concerned with relationships between disciplines and the maintenance of broadly representative communities whose members deliberately expose themselves to the wide range of ideas within the University. The departments are the primary guardians of academic standards in scholarship and in teaching. Each department has the responsibility for maintaining and improving the health of the discipline; this includes assuring the perpetuation of the species, stimulating faculty, promoting research and graduate studies, nurturing undergraduate specialists, and presenting and interpreting the discipline to non-specialists.

Colleges and departments are complementary and not competing structures. Both share a concern for undergraduate education, its depth, its breadth, its quality, and its capacities to inform students' perceptions of the world, the past, themselves. It is in the interests of both that students be not merely customers in a supermarket, but rather introduced to the demands of concentrated study in a discipline or area, and to the riches of the humanistic heritage of which the University is the inheritor and, occasionally, protector. This committee welcomes the Kelly Committee's encouragement to require depth of study for each student.

Historically, the colleges in this University played an important

academic role in a certain list of designated subjects. It is essential that the colleges continue to play an important role in teaching and other scholarly activities, but it will not be the same role as before: the list of subjects taught in the colleges will be broader and will be susceptible of variation over time; individual colleges will have different lists instead of all having the same list; and the responsibility for the teaching and research will be shared with the departments. In addition, colleges should be the primary locale for providing educational breadth for students subject to the control of the Faculty over the framework in which this takes place and over the specific courses and programs offered. The Faculty's authorization is required for the content of each course for which academic credit is given and for every specialist or other program.

### College Teaching

The disappearance of limitations on the range of college teaching authority opens up for each college opportunities for the establishment and maintenance of a lively and stimulating community of staff and students from all segments of the Faculty. On the other hand, a major constraint exists in the general shortage of space to re-house staff members now occupying college offices who are preponderantly in the former college departments. In the present financial circumstances that constraint cannot be removed; and indeed, it is recognized that a second "revolution" so soon after the initial implementation of the *Memorandum* would be emotionally destructive of morale; nor, beyond developing the south-west campus, is much change possible in the present physical make-up of the University. A second and perhaps equally important constraint has been the hesitation or inability of the departments to provide sufficient staff for the emerging and changing teaching needs of the colleges. The goal, then, will have to be achieved gradually over the next ten years or so, by filling college offices as they become vacant in the natural course of events with scholars from a wide range of disciplines. In the case of Innis College and Woodsworth College we recommend special efforts to provide more space for offices, teaching, and student activities.

In developing their teaching role, colleges should, however, continue as in the past to bring together a scholarly community whose interactions transcend the requirements of the classroom and bring teachers and students close to the cutting edge of current discovery and reinterpretation—through colloquia, visitors, guest lecturers and the like.

The scope of college teaching will vary with the size of the college, but in general it will include:

- (i) college-based sections of large first and second year courses;
- (ii) tutorials arranged by the college in co-operation with departments;
- (iii) college sequences;
- (iv) special college-generated programs and courses.

For the present at least, some colleges may continue to offer all or part of the specialized teaching in the former

college subjects, in accordance with the objectives of the college.

(i) A preponderant theme in the answers to the questionnaire that was distributed in April, 1978 to one-half of the third and fourth year students in the St. George campus colleges was the students' desire for college sections of courses with large enrolments. A few examples: "More courses in the college, keeping classes small"; "I wouldn't have minded having a few classes out of McLennan Physical Labs and in my college"; "Increase number of science classes held in UC for UC students"; "Classes in a college should be available *first* to students who belong to that college"; "More BCom courses should be offered by the college"; "They should teach social science courses at Vic"; "More sections of non-college courses taught at the college itself"; "Offer more courses at the college, e.g. history"; "Teach sections of the largest courses at St. Mike's for St. Mike's students"; "I think more of the professors should consider teaching their courses at the colleges rather than Sid Smith"; "More cross-appointment of professors to allow for college sections of courses". The subjects most frequently mentioned as those the students wanted taught in the colleges were economics, commerce, science, history and political science. Students normally should be enrolled in their own college sections, and any reorganization of the timetable should facilitate this.

(ii) More tutorials and seminars in the colleges were sought by many who answered the questionnaire and also writing laboratories, mathematics aid centres and similar forms of assistance for students with specific difficulties.

(iii) We are assuming that the Faculty will develop some specialist requirements and also some requirement for broadening the student's education. In the latter area the colleges should have the opportunity to mount programs in areas of their special interest if they so desire. Whether a college requires, or merely encourages, its students to take their minor at the college should be a matter of college policy; the Faculty should not impose uniformity in this regard.

(iv) The special college-generated programs and courses have helped to contribute to the Faculty's diversity of offerings and to the college's identity, though they have not always met with a favourable reception. In the near future staff shortages are likely to preclude significant growth in this area.

### Counselling

Answers to the questionnaire indicated that counselling is a college activity much valued by students of all colleges, and that regular opportunities for counselling sessions would be welcomed not only in the first year but also in the second and subsequent years.

Three distinct kinds of counselling are needed: first, assistance in sorting out the maze of arts and science offerings, and in clarifying the technical requirements of putting a student's program together (pre-requisites, co-requisites, time-table problems, etc.)—this assistance will generally

be given in an administrative office such as the college registrar's office; second, counselling that provides opportunities for discussion of specific discipline-related goals, programs and the like, which can best be done by departments and will usually occur from the second year on; and third, general counselling about what is involved in the pursuit of knowledge, how subjects relate to each other, how they fit in with other parts of the spectrum of knowledge, students' goals and ambitions. This last kind of counselling should be college based and might typically involve both frequent informal contacts with a variety of staff members and regular contact with a particular member. This would require staff to be available to students at generous intervals. We would advocate that college approval of all first year programs be mandatory and that there be well-defined arrangements for consultation between colleges and departments with respect to students' programs in the upper years.

### Extra-curricular activities

Colleges have an important role to play in meeting the needs of students and faculty members outside the classroom. The colleges are a logical focus for the social activities of many students and particular attention should be paid to the interests and needs of commuting students who tend to be insufficiently informed about college activities. The colleges should sponsor colloquia and special lectures by distinguished scholars in areas of interest to their students; their own appointees, and retired but still active professors, should be used to the full extent their good nature allows. The colleges can also provide facilities for enriching the cultural and other interests of their members (choirs, orchestras, drama groups, sports, debating clubs, literary groups, chess clubs and so on). An active, congenial and hospitable college atmosphere enriches the lives of the staff as well, and enhances their dedication to the college. In the questionnaire responses, sports were mentioned as an activity that is functioning well, and suggestions were made that other forms of intramural competition would also be good, such as debates, dramatics, blood donations. The desire for a "pub" appears to be ubiquitous; better communication about existing activities is needed; and the non-involvement of commuter students is identified as a major problem in every college. University College and the constituent colleges should have more control over the use of their physical plant.

Science students for the most part receive little benefit from their college affiliation especially if it is with a college east of Queen's Park where the distances from the science buildings are a deterrent to visiting the college. This fact was frequently mentioned in the responses. We believe that it is of the utmost importance for the University to facilitate science students' exposure to literary and humanistic influences as part of their educational experience. We recommend that one college develop itself as mainly but not exclusively a science college, working out with the science departments the types of technical assistance that it could give, and developing sequential courses with sci-



ence students' interests and needs in mind. The committee encourages more science teaching in the other colleges, and non-science teaching in the science-oriented college. Indeed, we believe that in addition the south-west campus project might include a second science-oriented college as part of its plan.

### Staffing of colleges

Dean Kruger has warned the committee that new appointments will be scarce to the vanishing point in the next few years and that the actual decreases which we have experienced over the past few years will continue at an accelerated rate. The resources available in principle for college staffing are, nevertheless, extensive: all the members of the teaching staff and appropriate graduate students who are interested in and willing to be active members of a college community. Members of the professoriate would receive appointments as fellows of the college, and graduate students and others who assist with the education of students would be appointed junior fellows of the college. Already many successful arrangements have been consummated since the *Memorandum* came into effect. Whatever each college becomes will be the result of the mix, quality and commitment of the people who are there. All those people will have dual loyalties, to the department and to the college. One of the essentials in any staffing mechanism is to ensure that the staff member's service to students through his college teaching, counselling, etc., will be rewarded fairly.

It is essential that each college should be enabled to retain or to bring together an academic staff drawn from those departments in which the college and its students have or develop a significant interest, subject to the Faculty's overall plans. The college fellows must have sufficient distinction and seniority to attract and stimulate students regardless of their specific disciplines. To ensure the stability and continuity of each college as an academic community and to enable it to develop its educational role systematically, a substantial proportion of the fellows of each college should have a long-term commitment (five years or more) to it. In addition, each college should be able from year to year to secure sufficient staff on short-term appointments to carry out those parts of its approved program which are not provided by those who have long-term appointments in the college.

It has been suggested that a staff "complement" or establishment be authorized for each college, agreed upon with the University, cross-appointed from the university departments in the case of University College and the constituent colleges and jointly appointed in the case of the federated colleges. This concept of a "complement" is of use to each college, but of special concern to the federated colleges.

This committee recommends acceptance of the principle of the Uni-

versity authorizing complements for all colleges. The question of numbers, however, is a difficult one in a time of financial constraint especially when the greatest shrinkage of faculty strength is likely to take place in the humanities disciplines traditionally associated with the colleges. Overall staffing arrangements for the Faculty of Arts & Science is essentially a decanal function. In the formulations of these plans, the dean of the Faculty and the departments must give consideration to college needs and plans along with disciplinary and other needs which also weigh in making these decisions. The colleges for their part will be obliged to formulate their academic objectives in conformity with the general composition of the academic staff at any given point in time. They will have to agree among themselves on a degree of differentiation that will ensure that unreasonable demands are not made on any department. The program directors in close consultation with the dean will have continuing responsibility for the review and co-ordination of the colleges' plans. The size of the over-all complement will bear a relationship to the relative numbers of students in the respective colleges.

In the federated colleges some senior fellows shall be designated core fellows of the college. The *Memorandum of Understanding* provides that the employment contracts of persons appointed in future to the University departments will be made with the University except where the college pays the full cost. The federated colleges need to be assured of a continuing core staff holding a contractual relationship with the college. Otherwise, they foresee that after the retirement of those presently in the college, they would be staffed entirely by cross-appointees from the departments who would not necessarily have a long-term commitment to the college. The provision of a complement of core fellows will assure the federated colleges of the necessary stability.

The core fellows, in addition to their relationship with the University as members of university departments, shall hold employment contracts with these colleges. For them, the sum of all their salaries would be transferred from the University to the federated college *en bloc* and the salary cheques would be issued by the college. A legal contract with the college would be offered to new members of the "core complement", but the pension arrangements must be such as to permit movement of individuals. The University will continue to discuss with the colleges what can be done to ensure mobility for those now on federated college contracts, as well as for future joint appointees.

This arrangement will mean that each federated college will have a group of core fellows with contractual commitments that might run from five years to life, a group of fellows from appropriate university departments on shorter term joint appointments, and a number of junior fellows. In the cases of non-core fellows, no financial transfer to the colleges

will be made. The disciplines represented will vary with the changing demands, the academic objectives of the college, and the size of the departments in the Faculty.

Though the idea of a "complement" for University College, New College, Innis College, and Woodsworth College is less important, since there is no question of a college contract or of pension provisions, it is still a useful concept. Fellows of these colleges will normally be cross-appointed from departments in arts and science or from other faculties. The normal length of cross-appointment for fellows will be five years renewable. In these cases, there will be no transfer of salaries.

However, nothing in these proposals restricts the right of any college to make part-time or junior appointments in connection with its own programs or courses, from the program funds made available by the Budget Committee (other than those constraints agreed to by the colleges when the college program fund was established), or from other sources provided that decanal approval is given to such appointees to permit them to teach in the Faculty's programs.

Alongside the colleges' initiative in seeking out suitable fellows, departments should be asked to identify department members who have a special interest in undergraduate teaching and would be suitable college fellows. From this pool of people interested in undergraduate teaching the colleges might select persons who can help them meet their responsibilities to their students. Arrangements for cross-appointments or joint appointments would be made by agreement between the college and the department chairman, with the concurrence of the individual concerned.

All the colleges would have to agree among themselves on a degree of differentiation that would ensure that unreasonable demands are not made on any department chairman. While a good mix in a college may involve representation from many different departments, concentration (i.e., a group from one department) will have to be limited, depending on the size of the department involved. It may become desirable, and should be permitted, for a college to house an entire department. The program directors will have a continuing responsibility to review the colleges' plans and to make recommendations for their implementation. These should be reviewed and confirmed by the Collegiate Board.

Recommendations concerning tenure, promotion, merit increases and dismissal of cross-appointed or jointly appointed persons will be formulated, as now, by the department with the requirement for effective prior consultation with the college. In the case of the federated colleges' core fellows, this committee is agreed that the contractual relationship with the college must be meaningful, and hopes that pension arrangements can be worked out to facilitate mobility, but recommends

that no member of the staff should be legally advantaged or legally disadvantaged, in terms of his relationship in the University, by having a college contract. The President of the University and the heads of the federated universities, with whatever advice they need, should decide what form this college relationship should take.

Should it be necessary to assign a college fellow to duties which reduce his college involvement this shall not be done without consultation with the college concerned and due consideration shall be given to the needs of the college. Particular care must be exercised in reassigning core staff to duties outside the colleges if they are contributing to a college-generated program which would suffer from their absence, and the dean and the principal must be satisfied that such reassignment is in the best interest of the Faculty before it is allowed to take place. In the case of disagreement the question should be considered by a reconstituted Collegiate Board.

Departments will retain control over the determination of salaries when the University transfers the salary total of jointly appointed persons to a federated college. In University College and the constituent colleges the determination of merit increases for college officers and for persons making a substantial contribution to college matters outside their disciplines should rest with the college in respect of the percentage of total salary that is paid by the college; the college in these cases would be viewed as the major employer. In all colleges, although the department would normally determine the PTR component, it is essential to preserve the right of all college staff to be fairly treated in this regard, through a satisfactory process of consultation between department and college.

### Conclusion

Because of numerous constraints both within and outside the colleges already alluded to, there will be a transitional period when conditions will be much less than ideal. Some of those doing large amounts of college teaching may not have accommodation in the college. However, this report attempts to describe the means by which the colleges and departments of the Faculty of Arts & Science can advance in the direction indicated in the *Memorandum of Understanding* to achieve the common aim of improving undergraduate instruction. It might appear utopian to believe that such improvement can be effected at a time when financial constraints are so severe. But we are convinced that there are physical resources, personal talents, and reserves of goodwill that are underutilized at present and can be redeployed to the benefit of students and faculty, and indeed of the entire institution.

The Committee invites responses to this report by *February 28*

January 4, 1979.





## Solemnity is unnecessary

John Meagher, 43, teaches religion irreverently.

"I was warned that taking his course on the synoptic gospels could really screw up my faith," says Patsy Donnelly, a student at St. Michael's College. "It's true that he's sceptical about traditional interpretations of scripture but I haven't found it a threat to my faith because he deals with the text exactly as it is. He subjects the material to sharp analysis which I find illuminating and very positive."

Meagher himself says part of his job is the demystification of authority. He considers most secondary sources unsound — merely elegant opinions based on a superficial command of the text. He tries to help students acquire a fundamental mastery of primary sources.

The process is varied — sometimes Socratic, often theatrical, usually droll.

When the class persisted in finding Old Testament references foreshadowing the birth of Christ, Meagher had his own way of challenging their assumptions. As he handed out mimeographed lists of readings for the next session, he hummed a familiar tune. After distributing the papers, he asked students what he had been humming. They all agreed it was *God Save the Queen*.

"Had they been American, they probably would have said it was *My Country 'Tis of Thee*," he says. "All they were actually getting was the tune. The name they gave it said more about their own cultural conditioning than it did about the music . . . or the foreshadowing."

To illuminate the cultural conditioning of Biblical peoples, Meagher assigns roles — a Pharisee here and a Hellenistic pagan there, while he himself plays an Athenian challenging the values of the others. In the ensuing exchange, the students are forced to pull out their impressions and put them together.

"It focuses their understanding," says Meagher, "and often they're surprised to discover how much they know."

Patsy Donnelly enrolled in the synoptic

gospels course because she'd been impressed with the Shakespeare course she took from Meagher last year.

"At the end of the year, he told us there'd been a time when Shakespeare had been his gospel," she recalls. "Then he read all his favourite passages with great feeling. He always maintains a professional stance, but in a very human way."

After his lectures, he invites the class to join him in Brennan Hall lounge for coffee and discussion. The students all have his home phone number and know they're always welcome to stop by his office. Come year's end, he throws a class party at his house.

"Teaching used to be an earnest labour for me. By my mid to late thirties, though, I began to shed my self-consciousness and have more fun. Now my classes are a lot jollier and I think the material is more intelligible."

Donnelly enjoys Meagher's theatricality and extended plays on words but her respect for him is inspired by his scholarship. Student Eric Pellow shares that esteem.

"He understands the origins and subtleties of languages," says Pellow, "so his interpretations of specific words can cast light on an entire passage. To help us do more of that ourselves, he's promised us a six-week crash course in Greek."

Despite that linguistic proficiency, Meagher tends to lard his lectures with slang.

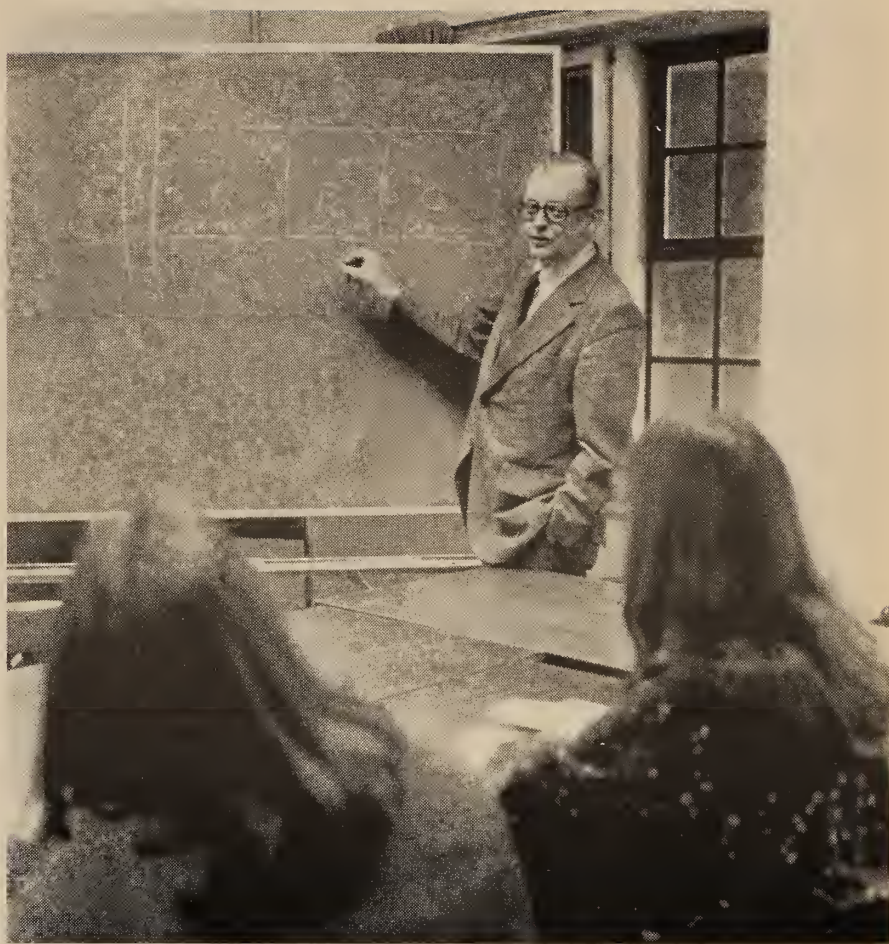
"Solemnity in the presentation of scholarly material is unnecessary and often deforming. It can make lively things seem static."

Just as he wants to remove any barrier between subject and student, he sees no virtue in being aloof himself.

"When he goofs, he admits it," says Donnelly. "When we goof, he doesn't jump all over us."

Pellow, whose own religious background is Jewish, likes Meagher's open-mindedness.

"He's willing to admit that some things are new to him, that he's still learning from us."



## A sense of unfolding drama

"Wills and trusts is not exactly a swinging area of law," says Professor Ralph Scane, Q.C. "There's not much public interest and there's a lot of hard slugging. But I happen to think it's important — both intellectually and practically — and I want to communicate that. I don't mind in the least if a student says 'that guy up there is probably nuts, but he sure is enjoying himself.'"

His students are enjoying themselves, too. With his eight years' experience in the courts and in commercial practice, Scane, 47, offers practical advice, wry anecdotes, and an intricate understanding of how the law works. His advocacy background is evident in the clear voice, deliberate pacing, and precise yet rhetorical use of the language. Before all that starts to sound too formidable, let it hereby be known that his two favourite expressions are "willynilly" and "pididdle".

"He's a personable individual with great enthusiasm for his subject," says student Catherine MacLeod. "I'm sure he has a great caring feeling for his students and how we're going to operate in the world when we're out on our own because he puts his heart and soul into his lectures."

"Thanks to his practical experience, he has credibility; and because he's very, very learned, he has depth. His lectures are prepared with hundreds of mythological allusions."

Scane is dispassionate in describing his own style. He claims that when he first started teaching, he didn't know any more than his students — he just knew it 20 minutes sooner. The closest he came to formal teacher training was being told by an older colleague that "there's only one thing to remember — get your foot on their necks before they get theirs on yours."

"When I was younger, I made a deliberate attempt to be fierce and forbidding," admits Scane, "but now I know what my colleague's advice really meant. You've got to have enough confidence in yourself to be relaxed with students, otherwise they'll get you down."

What his students see as carefully planned and paced presentations, Scane himself describes as a basic idea that comes out in a stream of consciousness.

"I'm essentially a stand-up lecturer. Others teaching here are more Socratic — inferring their way towards a principle — evoking answers — pointing out weaknesses. That style makes a lot of sense in law school but I don't happen to think I do it as well as my colleagues."

Scane will probably never suffer in comparisons as long as he continues to play up his assets.

"There's a sense of unfolding drama in his lectures," says student Brian Livingston, a mechanical engineering graduate who edits his class newsletter and serves with Scane on the joint staff/student committee of the law faculty council.

"After more than 10 years of teaching he must have been over the material time and time again. But it never seems as though he's just putting the needle on the same old scratched record."

Any credit for freshness belongs to the students, insists Scane.

"The calibre of student you find here is the most invigorating aspect of teaching. The way a student phrases a question can stop me in my tracks and give me a new slant on a part of the course I haven't rethought in years. It keeps me young intellectually."

Scane says he tries to avoid being introspective about his teaching.

"As soon as I start thinking about it, I start worrying."



## A woman in science: observations and conclusions

by Rose Sheinin



*Even with excellent academic records, women scientists have difficulty being taken seriously in their male-dominated profession, says Professor Rose Sheinin, chairman of the Department of Microbiology & Parasitology. To illustrate her point, Prof. Sheinin recounts incidents that have taken place during the 25 years she has studied and worked at U of T in biochemistry, microbiology, virology, and cell biology.*

Everyone's life is enlivened by experiences which become anecdotal over the years. Those I'm going to relate keep popping up in my mind's eye every time anyone asks me how it feels to be a woman in science.

When I entered honours science in 1947 we were a class of some 120 students of whom perhaps eight to 10 percent were women. Everything was awesome and exciting about this new phase of our lives. Imagine our surprise when a physics professor announced at his first lecture that "You . . . you . . . you and you will not be with us next year". A long finger pointed at the women in the class. We all smiled and proceeded into year two to our organic chemistry labs where Professor George Wright suggested that all women in the class should do no glass-blowing lest we kill ourselves, spilling blood all over the new laboratory floor.

There were those who objected to giving of themselves to women who "should be at home caring for" someone else. There were those who suggested we were sinister and subversive in that we were destroying the family structure of our society. There were constant suggestions that we were

contravening the laws of nature, which defined the only significant role for women by providing them with a womb and breasts.

There was the young mother of a baby boy, in tears of despair because she had wanted a girl this time, as a sister for her son. I suggested she should try once again. "Oh no," came the reply. "Suppose I had another boy. We couldn't possibly afford to educate three boys!" I remember the dowager secretary to the chairMAN of a basic science department who, upon seeing me in the laboratory on a bitter-cold Saturday morning wearing my favourite slacks, suggested that perhaps it would be more ladylike for me to freeze my knees in a skirt.

During my undergraduate and graduate years there were endless philosophical discussions both within our science major group and with students and professors from other disciplines on the morality of permitting women to train for jobs which "rightfully" should go to men who would have to support families. Another favourite topic was the carefully veiled one of how the functioning of a woman's brain affected her sex appeal. All-consuming was the hidden subject of how men's sexuality and virility would stand up to all this.

My favourite example of this is the graduate adviser who took it upon himself to write every *female* applicant, warning each of the pitfalls of a graduate program in science. These were to be the progressive decline in their attractiveness to their male colleagues, no marriage but rather a life of promiscuity, broken hearts, someone else's broken marriages and broken dreams. Not far behind were the many examples of male scientists who refused to allow women into their labs because they might be compromised if both had to work into the wee hours of the morning, week-ends and/or Labour Day. There was the ongoing debate of whether or not women were genetically inferior to men. This was epitomized by

the question "Where are your great women artists?" Oddly enough, the long and growing list never seemed satisfactory, nor did the term artists include writers, composers, individuals who used art in their daily, practical working lives or women artists who at any time were wives or lovers of male artists.

Fortunately there are other anecdotes as well. There were the thirty or so Valentine's Day cards from the men in the class, their names encoded in rhyme. There was the veteran returned to school after the war, who carefully measured the temperature of boiling water as he made coffee for breakfast on our class weekends in Northern Ontario. These cemented life-long relationships which arose from our mutual support and joy in each other's success.

There was Jeanne Manery — revolutionizing the field of transport physiology and biochemistry; married to zoologist Ken Fisher and mother of two children. She still had time for all of us. (She had been allowed to take on the full course load of the men who went to war, but was only given the status of "special lecturer".) Her advice to me was "Don't forget the babies!"

Most important were those men who understood the problems faced by young women scientists. They believed in equality and practised it as best they could. They had the courage to extend help not only at the level of talk, but by opening their laboratory doors and providing money for research and our self-esteem. As a result most of us survived and went on to graduate or professional degrees. Some of us even became wives and mothers.

Have we made much headway since these events over the last quarter century? I wish I could answer with an unqualified yes. Almost all of the problems raised by each anecdote are still with us — as are the very same incidents which continue to accumulate as new anecdotes. We therefore have a situation in which less than 10 percent of all jobs in science are held by women, even though women make up 51 percent of our adult population. Few are in key positions in laboratories in government, industry, research institutes or universities. Few sit on bodies, inside or outside of government, which formulate science policy in Canada. Few receive the monetary or honorary rewards judged by our society as a major symbol of success.

Why does this situation exist and why are we satisfied with it? The last decade has given us overwhelming factual evidence which enforces our intuitive understanding that women are as gifted, as talented, and as able to contribute

to our common good as are men. We believe in, or at least pay lip service to, the concept that in the just society which we seek, full access to all life avenues should be open to all. Men and women should be encouraged, and be provided with the means, to develop and contribute their talents fully. This will be an absolute necessity if we are to survive and overcome the many economic, cultural and physical problems which confront our society.

There are many explanations for the fact that science in Canada remains a male-dominated profession. These include the way in which some parents raise their daughters so that their career expectations are widely divergent from those of their sons. It may stem from the cultural expectation for women, held by probably most ethnic groups in Canada: that of "Küche, Kirche und Kinder" (kitchen, church and children). It may come from the bonding and self-selective instincts of the men who have for so long populated these professions. And one must not forget that women are exploited within our economic structure.

Those cultural patterns which have so long worked to discourage entry of women into science will have to be drastically altered. The starting place has to be in the home where the major imprint of social, ethical and cultural values is set down during the earliest years of childhood. Unconscious sex role stereotyping must be recognized, understood and shown to be prejudicial to full development of both men and women. Formal education from nursery school up through the secondary schools, universities and colleges and the graduate institutions, must offer identical programs and inducements to anyone interested.

Canadians have had few role models to testify that women can be scientists. The scientific establishment and professions have not gone out of their way to encourage, welcome or support them. Society as a whole has not graciously accepted those few who would defy the norm and refuse to accept the cloaks thrust upon them by others.

However, the climate is changing — albeit slowly. The social and cultural heritage of the last quarter century is being felt even here at the University of Toronto. The number of women directing scientific research programs has greatly increased, more have professorial posts and positions in the administrative structure. Much has yet to happen in the minds of men and women to ensure that science is an open profession and cultural pursuit here and elsewhere.

## Woman as expendable 'commodity'

Re Professor Louis Gerson's letter "Is integrity outdated?" (*Bulletin*, Dec. 9.) I fail to see how denying women the right to choose whether or not to have a baby, and condoning a life of misery for an unwanted child, have anything to do with integrity. Yet such are the consequences of the moral position taken by Professor Gerson.

Characteristically, Professor Gerson's concern does not extend to women. Not once is the word "woman" mentioned in his letter, yet it is the woman who is most directly concerned in bearing and raising the child. (Unlike the fetus, she appears to be an expendable "commodity".) Yet it is her well-being that is essential to the well-being of the family

and indirectly to that of society as a whole.

In this context, Professor Gerson's criticism regarding the ill-chosen term "redundant" amounts to quibbling and is in character with his abstract concern for the fetus. One is reminded of the scholasticism's preoccupation with the number of angels accommodated at the tip of a pin.

Finally, one should bear in mind that, eugenic abortions notwithstanding, it was Nazi Germany which instituted the death penalty for aborting an Aryan fetus. In this sense, Hitler certainly was "pro-life".

K.J. Cottam  
Ottawa

## Referees' letters will lose credibility

In the continuing debate about the right of students to have free and full access to their files, I have seen no reference to one practical consequence of such a policy — its effect on admission and fellowship procedures where letters of reference are required. The purpose of such letters is to obtain more information about the candidate than appears on the transcript.

As is well known, the referees almost invariably try to "help" the candidate by portraying him as favourably as possible and by avoiding any remarks that might conceivably be construed as "damaging". Although these practices limit their general credibility, letters of reference do have some value. However,

if referees find it so hard to be frank even in confidential letters, they will be much less candid when they know that the student can see the letter.

Thus, the limited credibility of these letters will inevitably diminish as candour does. Those who decide on admission and awards will therefore have to rely more heavily on the only other evidence available to them — grades. The net effect of "open access" to letters of reference will almost certainly be to reduce their importance and increase the importance of grades alone.

Leo Zakuta  
Department of Sociology



# Forum

## Security not academic freedom is now the reason for tenure

The recent article — “Facing the Harsh Facts” (*Bulletin*, Dec. 18) by Professor John Crispo raises some very significant issues concerning one of this University’s sacred cows — tenure. Prof. Crispo urges the University to begin examining very seriously some of the implications and dynamics of the concept of tenure. Unfortunately, the central administration, bowing probably to pressure from the faculty association, recently stated in its response to the Second Interim Report of the Planning & Priorities Subcommittee that it was unwilling, as requested by P & P, to open discussion of one of the most fundamental and crucial issues raised in the 1973 Forster Task Force Report — the possibility of having to lay off tenured faculty for fiscal reasons.

Hopefully, however, the subcommittee in its final report will persevere and raise the issue of the excruciating budgetary inflexibility caused by the large complement of tenured faculty and will make specific recommendations as to how this situation can be relieved. As Dean Bernard Etkin of engineering, a presidentially appointed assessor member of the Governing Council’s Academic Affairs Committee, said at a recent committee meeting on the subject of the re-examination of tenure: “If anything, we’re already too late. If our contracting resources continue into the next five years, it will be impossible to sustain and reinforce excellence unless we have the ability to ensure that the staff we have is the best we can have.”

Three years ago the Governing Council, after some unparliamentary manoeuvres by certain teaching staff members, defeated a proposal to allow for some student representation on appointment, promotion and tenure committees. Students, therefore, continue to be suspicious of the validity of the tenure processes at this University and have doubts about the overall concept of tenure, especially as “publish or perish” still seems to be the order of the day as the prime criterion for the granting of tenure. Students continue at times to be victimized by

poor, careless and indifferent teaching. Tenure has become a guarantor of job security (including as Prof. Crispo points out, security for perhaps many incompetent and mediocre teachers) rather than a guarantor of academic freedom. Academic freedom, of course, is fully protected anyway under both the Code of Behaviour and the collective agreement between UTFA and the Governing Council.

Prof. Crispo, in his excellent article, expresses the fear that if we ourselves do not manage and monitor our resources more effectively this will result in “outside intervention” in these areas. In this connection it should be noted that Dr. Bette Stephenson, Minister of Education and Colleges & Universities, in a recent interview in the *Varsity* (Oct. 23) said: “We must find some mechanism which balances the need for some kind of security with the merits and professional capabilities . . . I’m looking at the problems associated with it (tenure); my only purpose (in looking at it) . . . is to try to do my very best not to just maintain the quality of the system that we have in this province, but to try to improve the quality of the system. There are an awful lot of facts to that maintaining and improving, and that’s one of them. I think it needs to be re-examined.”

Prof. Crispo’s article throws down an important challenge to the University community, as does the Second Interim Report of Planning & Priorities. If the weight of special interest is allowed to tip the scales away from rising to these challenges, then the University is doomed to mediocrity and certain self-destruction. The University cannot afford a combination of high salary increases to academic staff, possible loss of internationally recognized scholars because of the demands of across-the-board salary increases, and the maintenance of a large complement of tenured faculty.

Brian O’Riordan  
University Government Commissioner  
SAC

## Cutbacks will make things worse

John Crispo’s “Facing the Harsh Facts” (*Bulletin*, Dec. 18) can be taken as reflecting his own point of view, as a private citizen and as a professor, but should not be read as views that must necessarily be held by an economist, even one who is a specialist in industrial relations. For Crispo, cutbacks are inevitable and desirable and the staff should lie down and assist in the planning of the rape. But government funding of higher education and the portion allocated to staff salaries are not preordained by “the market” but are, in both cases, the outcome of a political process. From the perspective of political economy, the willingness of the staff to stand firm collectively can put pressure on the province not to cut back on the universities and on the administration not to cut back on the staff. Both the size of the pie and the allocation are subject to bargaining. In the name of facing the facts, Crispo would disarm us and increase the likelihood of our being victimized.

True, the economy is in a mess, though this economist (unlike Professor Crispo) has been arguing for some time that just such a fate awaits a dependent economy. Its health will be restored, not by cutbacks and austerity which promise rather to worsen matters, but by the victims fighting back, thereby compelling our real corporate and political

masters to begin that restructuring of the economy that has the prospect of restoring health.

In passing, Crispo makes a disparaging remark about the public and high school system, but it is my impression that teachers have shown more toughness than we have, while the recent election for the Toronto Board of Education suggests that the public is not so redneck as Crispo implicitly assumes. There is evidence of genuine concern about maintaining and improving the quality of education. Crispo would have us do little more than help to administer the cutbacks; this is hardly an imaginative response. He deplores academics who have been co-opted into the establishment, but the fact of the matter is that his views on “living beyond our means” are a faithful rendering of the most orthodox establishment position, while to follow his advice would much more clearly serve the interests of that establishment than our own.

There are undoubtedly harsh times ahead, but that is itself no reason for wallowing in despair. Crispo’s masochistic stance has about it the quality of a chicken lauding Colonel Sanders. In the name of offering a solution, he manages only to compound the problem.

Mel Watkins  
University College

## Neither geniuses nor blockheads just competent professionals

While the arguments in Professor Crispo’s somewhat grandiloquent article “Facing the Harsh Facts” (*Bulletin*, Dec. 18) are rather old hat and not particularly original, I still feel that it is time to challenge some of the several assumptions — which are not necessarily logically related — made by him. As far as I have been able to determine, they can be summed up as follows:

- some academics should be paid less so that others — who presumably might be tempted to go elsewhere — could get more
- salaries should be based on the market and/or merit differentials of the individuals concerned
- tenure, by stressing job security, is obsolete and no longer serving a legitimate purpose
- further, in sweeping statements — totally irrelevant to the main issue that concerns us all — Prof. Crispo makes the following unsupported and partially offensive remarks about the entire profession: professors are overpaid; they have nothing controversial to say; they have been co-opted by the establishment; and they are unable to make a sound stand on matters concerning university policy.

Let us now have a closer look at these points, one by one.

Since the present financial stringencies, as Prof. Crispo should well know, affect not only U of T but constitute an international phenomenon, it is not easy to see how a university could lose professors at a time when genuine competition on the part of educational institutions to attract “new blood” is virtually non-existent. As it is highly improbable that other universities would make room for dissatisfied U of T staff by firing their own tenured members, I would not assume that many, including Prof. Crispo, would be too keen on putting to the test their own market value by resigning, without first making sure that they are indeed wanted elsewhere in a comparable academic capacity.

Universities, like all institutions supported by public money, are, moreover, not working under anything similar to normal market conditions. They never did. As long as the financing is based on arbitrary decisions made by politicians and government officials, it makes little sense to speak in terms of a market, and the concept of market differentials — as applied to individuals — is equally hazy and fatuous. Save for a few outstanding cases, in the absence of a real market situation, the market value of the average academic cannot be accurately measured.

The great majority of university professors are neither internationally acclaimed geniuses nor utterly hopeless blockheads: they are, however, competent professionals who in the face of a fiercely anti-intellectual atmosphere are performing rather well, or at least adequately if compared to the standards of other professions. If, however, universities restricted their offerings to subjects directly and demonstrably related to what in the usual sense are readily definable skills and tangible products, at least about 80 percent of academics might find themselves in a vulnerable position through no fault of their own. The model of a market mechanism, based on the criterion of supply and demand, however well it might work in the case of the sale of potatoes, is hardly applicable to the type of “commodities” that universities traditionally have been trying to promote.

At a time when other salaried employees are most concerned with job security, it

should come as no surprise to anyone that our profession is no exception. After all, we are only human. Prof. Crispo must surely know that in most Western European countries, job security for professors is absolute, and, it should be stressed, is not visibly detrimental to academic standards. A certain feeling of security is essential to long-range commitment to a profession and the type of productivity that is characteristic of research activities. Most of us have spent many valuable years of our lives in this profession, years which — in a financial sense — might have been invested more profitably elsewhere.

And here we come to the question of salaries: I do not wish to deny anybody’s right to speak for himself, but I do resent, as — I would assume — do most of my colleagues, ill-considered statements made in the name of the entire profession. If earning the equivalent of any self-respecting plumber’s salary constitutes overpayment, Prof. Crispo would be well-advised to look at the whole question of income distribution more closely in its overall context. Since, however, no society as yet has been able to tackle this question to everybody’s satisfaction, not much can be gained by linking it to the present plight of educational institutions.

Last but not least, Prof. Crispo complains about the co-option of professors by the establishment. Ironically, he himself appears to hold the tenets of a certain branch of the establishment or, at least, of a would-be establishment. I can assure Prof. Crispo that when it comes to speaking out against a pattern of thought which he seems to represent, I, for one, will not hesitate to make a controversial statement.

Ottmar Hegyi  
Erindale College

## Enjoy 1979: LIVE HERE!

Charming, spacious townhouses at Bloor and Walmer Rd. 3 bedrooms and large library or second living room, with floor-to-ceiling log-burning fireplace. Big living/dining room with private, fenced patio. Kitchen fully equipped with breakfast area and windows. Laundry room with washer and dryer, your own forced-air furnace and air conditioning. Indoor heated parking, 2½ bathrooms, 19’ x 14’ master bedroom, charming roof garden with built-in BBQ.

All this for \$119,000 — \$133,500 and only \$55 monthly maintenance including hydro.

Only 6 left.

Call Evelyn McFarlane

**921-1116**

**A.E. LEPAGE (ONTARIO) LTD.  
REALTOR**



# Forum

## P & P will continue to deliberate inter-divisional issues

With reference to your article regarding the Planning & Resources meeting of Dec. 11, 1978 ("Most recommendations are constructive" — *Bulletin*, Jan. 8), I feel that an important component of the discussion centring on the administrative response to the Second Interim Report of the Planning & Priorities Subcommittee has been omitted. I would appreciate the opportunity of informing your readers of it.

Firstly, I would hope that the members of the subcommittee will be given the opportunity to discuss the response of the administration to a report that has taken up much of their time and energy.

Secondly, it should be noted that much of the discussion at P & R centred upon whether the subcommittee should involve itself in University-wide issues, just what those issues are, and the extent to which the subcommittee should address them. Completing the planning process with the individual divisions that are at that level of development in their plans is very important but the broader context must also be examined. Members of the subcommittee feel very strongly that through their exhaustive deliberations (and *only* through such a process) various concerns have come to light that cut across many divisions. These issues include such topics as space facilities, libraries and equipment, and inflexibility caused by a contracting budget. With reference to the latter constraint one cannot ignore the crippling effect that the current policy

of tenure has had upon most academic divisions. Indeed the second interim report began discussion on this very topic.

While the subcommittee is aware that it cannot dictate policy, members do feel an obligation to inform the University community of the serious problems that have been brought to our attention and to continue discussion of the University-wide issues cited in the second interim report. Indeed, we would feel negligent if we did not identify, define and analyze these issues and forward them to the President for further consideration. Knowing that time is of the essence, we have struck a small group to develop the section of the final report that will address inter-divisional issues. The content of our final report may be unpalatable to some members of the University community but it will be written with the best interest of the University as our first priority.

*Beverley Batten  
Part-time undergraduate member  
Planning & Priorities Subcommittee  
and Governing Council*

## Media Centre still open

Your report "No market for television services" (*Bulletin*, Dec. 4) was commendably clear about a very murky issue. But owing to the peculiar nature of Television Production Services — something of an orphan technical facility, 90 percent of whose work was done for the Media Centre's production and design section — some readers have apparently interpreted your article to mean the end of TV production on campus. Several alarmed calls from professors with whom we are working on long range projects prompt me to clarify the state of production services which will continue to be offered by the Media Centre.

Major productions — in terms of cost — and pre-production planning and design, have normally been made with grant assistance, mainly from resources outside the University. These will continue to be made to the extent that grants are available or productions are commissioned by agencies attached to the University. The only difference is that they will be produced with high quality technical facilities outside the University, and with a larger supplement of non-University technical crews than was the case before.

The University is no longer in the large scale TV hardware business, but it is in the software business as before.

A further innovation as of May 1, 1979 is the acquisition by the Media Centre of small format (¾") video recording and editing equipment for modest in-house productions. While severely limiting the level of sophistication of programing that can be achieved, compared to the existing 1" system available until May, this new system is far cheaper to operate and depreciate, and hence offers much more affordable rates to would-be University users.

To borrow a phrase coined recently by the Television Production Services

review committee, the Media Centre will be making fewer Cadillacs and more compacts.

There is one more point I wish to set straight. Your article implied under-use of TV on campus. It depends on one's measuring stick. With some 28 large and small scale programs in progress, the four present members of the Media Centre's production staff have never been busier since the inception of the Media Centre in 1970.

And we are still very much open for business.

*Bob Rodgers  
Executive Producer  
U of T Media Centre*

## An affirmation of humanism

Thank you for featuring George Faludy's convocation address in your Christmas issue (*Bulletin*, Dec. 18). Faludy turned the private agony of his experience in the concentration camp into a priceless affirmation of humanism, exactly what we need to hear much more of in these days when the wardens of our society are doing all they can to sap our confidence in what we, as academics, stand for. With a little luck, John Crispo, who turned up a couple of pages later in the same issue prattling about some apparently indefinable notion which he called the "market value" of professors, will read Faludy's address too. With a little miracle, he will understand it.

*Jack Chambers  
Department of Linguistic Studies*

## International Congress

Government assistance is available to persons undertaking to invite an international congress to meet in Canada. Conference Management Associates will provide assistance in concert with appropriate agencies to individuals who wish to develop an effective invitation programme.

This includes realization of receptions and inspection visits by site selection committees, evaluation of possible competitive invitations, development of a formal presentation to the head organization, and development of attractive, well-documented support materials. Travel assistance may also be provided.

For further information contact  
**Conference Management Associates**  
191 College St. (at King's College Rd.), Toronto, M5T 1P7  
Telephone (416) 979-1111

## Meeting Planners

You have a meeting of minds . . .  
We have a mind for meetings!

- International Congresses • Symposia
- Conferences • Annual Meetings
- Seminars • Workshops

**Working Plan** conceptualization, scheduling, status reports  
**Finance** budgeting, cash flow control, funding, banking  
**Secretariat** administration, pre-registration, mailings  
**Promotion** mailing lists, brochure development, copy, layout  
**Scientific Programme** abstracts, papers, proceedings  
**Social Programmes** receptions, tours, meals, hospitality  
**Exhibit Management** booth sales, co-ordination & supervision  
**Press Service** media contacts, news releases, press office  
**Technical Equipment** audio-visual, recording, interpreters  
**On-Site Supervision** scheduling, staffing, troubleshooting

For further information contact  
**Conference Management Associates**  
191 College St. (at King's College Rd.), Toronto, M5T 1P7  
Telephone (416) 979-1111

References provided: First Congress on Education; Ministry of Culture & Recreation; Third International Congress on Cleft Palate; Canadian International Philatelic Exhibition; and more.



## Tell us about your research

*Science Magazine*, hosted by David Suzuki, returned to the CBC-TV network Jan. 7 at 7.30 p.m. for an 11-week series.

The producers of the program depend heavily on news of research and experimentation from the universities. This season, an item on epilepsy with Dr. Kenneth Livingstone, associate professor of neurosurgery and pharmacology, will be shown on Feb. 11.

The host, Dr. David Suzuki, and his producers are always on the lookout for interesting scientific material and interviews. If you have research work in progress that is particularly newsworthy, please let us know. We can then inform

them and investigate possibilities of an interview and filming session.

David Suzuki also hosts *Quirks & Quarks* on the CBC Radio network from 12 to 1 p.m. on Saturdays. Among U of T professors who have taped interviews for this program are: Dr. Robert Goode, Prof. Steven Tobe, Dr. Reino Freeman, Prof. Robert Garrison and Dr. Patricia Seyfried.

For *Science Magazine* or *Quirks & Quarks*, please send a summary of your research to: Nona Macdonald, Public Relations Manager, Information Services, 45 Willcocks St., University of Toronto, telephone 978-2103.



# Events

## Lectures

**Monday, January 22**

**The Jostling Throng: Historians and the study of crowd behaviour.**

Prof. John Brewer, Yale University. 1071 Sidney Smith Hall. 3 p.m. (*Please noterom, change from previous listing.*) (History and SGS)

**Repetition in Faulkner.**

Prof. Michel Gresset, Colgate University. Room 7, New Academic Building, Victoria College. 4 p.m. (English and SGS)

**Alfred's Version of Augustine's Soliloquies: Some Suggestions on its Rationale and Unity.**

Dean M. McC. Gatch, Union Theological Seminary, New York. Common Room, Pontifical Institute of Mediaeval Studies. 4.15 p.m. (Medieval Studies and SGS)

**Faith and Ethical Decision.**

Prof. Roger Shinn, Union Theological Seminary, New York. Lecture hall, Emmanuel College. 8 p.m. (Toronto School of Theology)

**Tuesday, January 23**

**Indians, Animals, and Historians.**

Prof. Calvin Martin, Rutgers University. Upper Library, Massey College. 3 p.m. (History and SGS)

**The Basic Mechanisms of Impact Noise.**

Prof. E.J. Richards, University of Southampton. First of three lectures, "Applied Industrial Acoustics". Lecture hall, Institute for Aerospace Studies. 4 p.m. (Aerospace and SGS)



Copernicus

**The Copernican Revolution: Crisis vs Aesthetic.**

Prof. Owen Gingerich, Harvard University; 1979 Snider Visiting Lecturer, Erindale College. Auditorium, Medical Sciences Building. 4 p.m.

**What Love Sees: Poetry and Vision in Richard Wilbur.**

Prof. J.H. Reibetanz, Department of English. First of four Victoria College 1979 Public Lectures. Room 3, New Academic Building. 4.30 p.m.

**Canadian-American Relations in a Changing World Economy.**

William Diebold, Council on Foreign Relations, New York; Bissell Visiting Professor 1978-79. Seeley Hall, Trinity College. 8 p.m. (Trinity College, CIS and Canadian Institute of International Affairs)

**Noise Problems in Industrial Factories.**

Prof. E.J. Richards, University of Southampton. Second of three lectures, "Applied Industrial Acoustics". Lecture hall, Institute for Aerospace Studies. 8 p.m. (Aerospace and SGS)

**Wednesday, January 24**

**The Radiation Efficiency of Industrial Machinery.**

Prof. E.J. Richards, University of Southampton. Last of three lectures, "Applied Industrial Acoustics". Lecture hall, Institute for Aerospace Studies. 2 p.m. (Aerospace and SGS)

**Was Ptolemy a fraud?**

Prof. Owen Gingerich, Harvard University; 1979 Snider Visiting Lecturer, Erindale College. 2074 South Building, Erindale College. 4 p.m. (Please telephone 828-5214 if planning to attend lecture.)

**Thursday, January 25**

**Immigrant Adaptation in Post-Industrial Society.**

Prof. Anthony Richmond, York University. Third in public lecture series, "Ethnic and Race Relations". Sociology lounge, Borden Building, 563 Spadina Ave. 1.30 to 3.30 p.m. (Sociology and Ethnic & Immigration Studies)

**Chipewyan Vowels and Nasalization.**

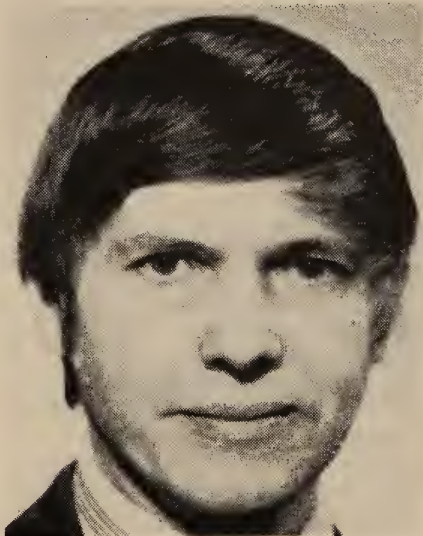
Prof. E.D. Cook, University of Calgary. Department of Linguistics, 47 Queen's Park Cres. E. 3 p.m. (Linguistics and SGS)

**The Issue of Development/Underdevelopment in the countryside, with special reference to Colombia.**

Dr. Catherine LeGrand. Fifth lecture in series, "Agrarian Problems of Latin America". Upper Library, Massey College. 4 to 6 p.m. (*Please note change of date and place.*) (Latin American Studies Committee, CIS, and Economic Development Workshop)

**Science as Property: The 1863 mutiny of Agassiz's students.**

Prof. Mary P. Winsor, Institute for the History & Philosophy of Science & Technology and Departments of History and Zoology. Second of four Victoria College 1979 Public Lectures. Room 3, New Academic Building. 4.30 p.m. (Victoria College and IHPST)



Prof. Owen Gingerich

**Smashing the spheres: A 16th Century detective story.**

Prof. Owen Gingerich, Harvard University; 1979 Snider Visiting Lecturer, Erindale College. 2074 South Building, Erindale College. 8 p.m. (Please telephone 828-5214 if planning to attend lecture.)

**The Relationship between the work of Asplund and that of Aalto.**

Stuart Wrede, New York. 3154 Medical Sciences Building. 8 p.m. (Architecture, Ontario Association of Architects and Toronto Society of Architects)

**Liberation Theology in Africa.**

Allan Boesak, South Africa, author of "Farewell to Innocence". Knox College. 8 p.m. (Toronto School of Theology)

**Friday, January 26**

**Bloomsbury by the Sea**

Prof. Quentin Bell, nephew and biographer of Virginia Woolf, special guest lecturer at UC Symposium, "1900: The Turn to Modernism". Convocation Hall. 8 p.m. Reception following in West Hall, University College. Tickets \$5, students \$2. Information and reservations, 978-4554. (UC Alumni Association)

**Saturday, January 27**

**Smoking Hills of the Canadian Arctic.**

Prof. Thomas C. Hutchinson, Department of Botany. Convocation Hall. 8.15 p.m., doors open 7.30 p.m. (Royal Canadian Institute)

**Sunday, January 28**

**Prayer: Spiritual Dialectic.**

Prof. Margaret Brennan, Regius College. Third of five, "Lord, Teach us to Pray: Prayer Experience in the Catholic Community", annual St. Michael's College theological series. Brennan Lounge. 7 p.m.

**Tuesday, January 30**

**The Social Responsibility of the Third World Writer. The Case of Ngugi wa Thiong'o.**

Sada Niang, graduate student from Universite de Paris at McMaster University; discussant, Pauline Bullen, African Studies Program. 2053 New College, 20 Willcocks St. 12 noon to 2 p.m. (African Studies Program, New College)

**George Cruikshank — Caricaturist, Illustrator, Social Observer.**

Prof. Louis James, University of Kent. 179 University College. 4.10 p.m.

**Aristotle: Appearance and Reality.**

Prof. D.P. de Montmollin, Department of Classics. Third of four Victoria College 1979 Public Lectures. Room 3, New Academic Building. 4.30 p.m.

**Wednesday, January 31**

**TOSCA: The Social Costs of Coal and Nuclear Power.**

Prof. R. Stephen Berry, 1979 Snider Visiting Professor from University of Chicago. H-214 Scarborough College. 3 p.m.

**Thursday, February 1**

**Myths and Multiculturalism.**

Prof. Jean Burnet, York University. Fourth in public lectures series "Ethnic and Race Relations". Sociology lounge, Borden Building. 1.30 to 3.30 p.m. (Sociology and Ethnic & Immigration Studies)

**The Testaments of the Royal Family of France, 1190-1380.**

Prof. Elizabeth Brown, Brooklyn College, City University of New York. Common Room, Pontifical Institute of Mediaeval Studies. 4.15 p.m. (Rescheduled visit.) (History and SGS)

**Erasmus and More in the Age of Shakespeare.**

Prof. G.R. Hibbard, University of Waterloo. Last of four Victoria College 1979 Public Lectures. Room 3, New Academic Building. 4.30 p.m.

**Saturday, February 3**

**Chemical Reactions, Lasers and Enigmas.**

Prof. John C. Polanyi, Department of Chemistry. Convocation Hall. 8.15 p.m., doors open 7.30 p.m. (Royal Canadian Institute)

**Sunday, February 4**

**Prayer and Human Wholeness.**

Dr. George Freemesser, St. Basil's College. Fourth of five, "Lord Teach Us to Pray: Prayer Experience in the Catholic Community", annual St. Michael's College theological series. Brennan Lounge. 7 p.m.

## Seminars

**Monday, January 22**

**Multiculturalism and Canadian Constitutional Reform: Can Culture Be Legislated?**

Walter G. Kuplowsky, Toronto. Common room, 2nd floor, 21 Sussex Ave. 8 p.m. (*Please note time.*) (Ukrainian Studies)

**Tuesday, January 23**

**Linear Stability and Measurement of Lipid Films.**

Dr. G. Lespinaud, Institute National Polytechnique, Grenoble. 252 Mechanical Building. 3.10 p.m.

**Auxotrophy in *Neisseria gonorrhoeae* — Its significance in the study of pathogenesis of gonorrhea.**

Dr. Ann Hendry, Hamilton General Hospital and McMaster University. 235 FitzGerald Building. 3.30 p.m. (Microbiology & Parasitology)

**Victorian Land Development: Hamilton, 1847-1881.**

Michael Doucet, Ryerson Polytechnical Institute. Coach House conference room, 150 St. George St. 3.30 to 5.30 p.m. (Urban & Community Studies)

**Aelfric and his Contemporaries in European Perspective.**

Dean M. McC. Gatch, Union Theological Seminary, New York. Common Room, Pontifical Institute of Mediaeval Studies. 4.15 p.m. (Medieval Studies and SGS)

**Thursday, January 25**

**Contact Stresses.**

Prof. G.M.L. Gladwell, University of Waterloo. 252 Mechanical Building. 3.10 p.m.

**Intensifying Conflicts between Environmental Interests.**

Prof. Henry Regier, Department of Zoology and Institute for Environmental Studies. 119 Wallberg Building. 4 p.m. (IES and Environmental Engineering)

**Friday, January 26**

**The Role of Amides in Plant Nitrogen Metabolism.**

Prof. Kenneth Joy, Carleton University. Room 7, Botany Building. 3.30 p.m.

**Remarks and questions regarding form.**

Prof. F.E.J. Fry, Department of Zoology. 432 Ramsay Wright Zoological Laboratories. 4 p.m.

**Monday, January 29**

**The Portrayal of Ukrainians in the Works of Morley Callaghan, W.O. Mitchell, Margaret Laurence, and Sinclair Ross.**

Anna Balan, Toronto. Common room, 2nd floor, 21 Sussex Ave. 8 p.m. (Ukrainian Studies)

**Tuesday, January 30**

**Continuous Speech Understanding.**

William A. Woods, Cambridge, Mass. 103 McLennan Physical Laboratories. 4 p.m. (Computer Science and SGS)

**Thursday, February 1**

**Computer Simulation Study of Heat Pumps Combined with Short Term Heat Storage.**

Prof. R.G. Fenton, Department of Mechanical Engineering. 252 Mechanical Building. 3.10 p.m.

**Functional Differentiation of the Antibody Molecule.**

Dr. Keith Dorrington, Department of Biochemistry. 4171 Medical Sciences Building. 3.30 p.m. (Microbiology & Parasitology)

**The Future of Lake Ontario and the Miner's Canary Concept in Fisheries.**

Jack Christie, Ontario Ministry of Natural Resources. 119 Wallberg Building. 4 p.m. (IES and Environmental Engineering)

**Friday, February 2**

**Village History in the Northern Mediterranean Region in the Later Middle Ages: The State of the Field and Prospects for Future Research.**

Prof. Elizabeth Brown, Brooklyn College, City University of New York. Seminar room, 2nd floor, Centre for Medieval Studies. 10 a.m. (*Rescheduled visit.*) (History and SGS)

**The Influence of Phosphate and Protein on Calcium Metabolism.**

Prof. H. Draper, University of Guelph. 4279 Medical Sciences Building. 11 a.m. (Nutrition & Food Science)

**Resource division in lake fishes: some comparative studies.**

Prof. Alan Keast, Queen's University. 432 Ramsay Wright Zoological Laboratories. 4 p.m.

**Monday, February 5**

**Law in Soviet Ukraine: Experiences and Observations of a Former Soviet Lawyer.**

(In Ukrainian) Boris Budilovsky, Toronto. Common room, 2nd floor, 21 Sussex Ave. 8 p.m. (Ukrainian Studies)



# Events

## Meetings & Conferences

**Tuesday, January 23**

**1900: The Turn to Modernism.** University College symposium will be held Jan. 23 to 26. In the period around 1900 developments in western intellectual and cultural life that have influenced the nature of our contemporary society took place. The symposium will examine many of these developments and their relationships to each other. Information, telephone 978-8746. Sessions, January 23.

"Aubrey Beardsley and other Wagnerite Artists." Prof. W.F. Blissett, Department of English. 179 University College. 1 p.m.

"A Peep into the Past: The Perspective of Max Beerbohm." R.G. Landon, Thomas Fisher Rare Book Library. 179 University College. 2 p.m.

"Oscar Wilde and High Decadence." Prof. J.E. Chamberlin, Department of English. West Hall, University College. 2.45 p.m.

"Nora, Thora, and the Child Wife: Ibsen's Reception in the New World." Prof. F.J. Marker, Department of English. West Hall. 3.35 p.m.

"There's no Police like Holmes: The Great Detective as Hero and Anti-Hero." J.E. Harack-Hayne, School of Continuing Studies. West Hall. 7 p.m.

"Edison, Griffith and the Early American Cinema." Prof. B.S. Hayne, Department of English. 179 University College. 7.45 p.m.

**Wednesday, January 24**

**1900: The Turn to Modernism.** UC symposium. Information, see listing Jan. 23. "End of the World." Prof. M.C. Kirkham, Department of English. West Hall, University College. 1 p.m.

"Power Erupted: The Nature and Use of Energy — Science and Technology in 1900." Prof. R.B. Thomson, Institute for the History & Philosophy of Science & Technology. West Hall. 2 p.m.

"A World View Shattered: Newton No More." Prof. Ian Winchester, Ontario Institute for Studies in Education. West Hall. 2.45 p.m.

"Abstraction: The Search for Underlying Structure." Prof. E.J. Barbeau, Department of Mathematics. West Hall. 3.40 p.m.

"Freud's Contribution to the Turn of the Century: *The Interpretation of Dreams*." Prof. C.M.T. Hanly, Department of Philosophy. 179 University College. 7 p.m.

Concert of music of the period: Ives, Joplin, Satie, Debussy and others. West Hall. 8.30 p.m. Tickets required; telephone 978-8746 for reservations.

**Thursday, January 25**

**1900: The Turn to Modernism.** UC symposium. Information, see listing Jan. 23.

"Qu'est-ce que la Dadaïsme?" Prof. Cécile Cloutier-Wojciechowska, Department of French. 179 University College. 11 a.m.

"Style, Expression and the 'New Music'." Prof. R.F. Falck, Faculty of Music. West Hall, University College. 1 p.m.

"Ford Maddox Ford and Modernism." Prof. D.I.B. Smith, visiting Department of English. West Hall. 2.10 p.m.

"The Play of Light: Early Pound, Kupka, and the Birth of the Movies." Prof. P.F. Morgan, Department of English. 179 University College. 3 p.m.

"The Turning Point: Critical Years for Ballet." Beverly Miller, National Ballet School. West Hall. 7 p.m.

"From the *moderne* to the *avant-garde*." Prof. J.A. McClelland, Department of French. West Hall. 8 p.m.

"The Unreadability of Flaubert," Prof. A.G. Falconer, Department of French. West Hall. 9 p.m.

"The Captain of Kopenick." Film in German with English sub-titles, courtesy Götethe Institute. 179 University College. 9.10 p.m.

**Friday, January 26**

**1900: The Turn to Modernism.** UC symposium. Information, see listing Jan. 23.

"The University of Toronto enters the 20th Century." Prof. G.M. Craig, Department of History. West Hall, University College. 10.15 a.m.

"The Indians of Canada: Structural Change 1880-1920." Prof. R.W. Dunning, Department of Anthropology. West Hall. 11 a.m.

Afternoon concurrent session: West Hall "American Literature at 1900." Prof. Mark Freiman, Department of English. 1.15 p.m.

"The Great War: Epilogue to a Century." Prof. Modris Eksteins, Scarborough College. 2 p.m.

"Virginia Woolf and the Turn to Modernism: A Case Study." Prof. S.P. Rosenbaum, Department of English. 3 p.m.

Afternoon concurrent session: 179 University College.

*The Marquis of Keith.* Prof. Ronald Bryden, Graduate Centre for the Study of Drama. 1.30 p.m.

"Mythologizing in German Expressionism." Prof. Christa Saas, Erindale College. 2 p.m.

"*Marie Calumet* (1904) Revisited (1973): The Ups and Downs of 'Modernism'." Prof. B.Z. Shek, Department of French. 3 p.m.

**Once More with Feeling: Italian Music and English Composers in the 16th Century.**

Prof. David Klausner, Department of English, Centre for Medieval Studies and Graduate Centre for the Study of Drama. South Dining Room, Hart House. 8 p.m.

(Toronto Renaissance & Reformation Colloquium)

**Saturday, January 27**

**Blissymbolics — Communication with Pictographs.**

Prof. Peter Reich, Department of Psychology. 205 New Academic Building, Victoria College. 10.30 a.m.

(Toronto Semiotic Circle)

**Monday, January 29**

**The Anglo-Saxons and Their Neighbours.**

Second annual Colloquium on Mediaeval Civilization at Scarborough College. Lectures will be given on Jan. 29, Feb. 5 to 8, and Feb. 12 & 13. Information and program, 284-3243. Program, Monday, Jan. 29:

"An Introduction to the exhibition of Anglo-Saxon and related objects on loan from the ROM." Alison Easson, Royal Ontario Museum. Art Gallery, Scarborough College. 3 p.m.

**Friday, February 2**

**The Individual and the State.**

Two-day conference organized by European Studies Committee, CIS, and CBC Stereo "Ideas". All sessions will be in East Hall, University College. Advance registration recommended; registration fee \$15, students \$5. Information, 978-3350.

Sessions, Friday, Feb. 2:

"The Canadian State." Prof. Donald V. Smiley, York University; discussants: Prof. Douglas Hartle and Harold Chorney. 10 a.m.

"The Origins of the State." Rayna Rapp, New School for Social Research, New York; discussants: Profs. Dusan Pokorny and Harriet Rosenberg. 1.30 p.m.

"The State of the Individual." Prof. Russell Jacoby, University of California, Los Angeles; discussants: Jan Duxzta, M.L.A., Dr. Vivian Rakoff, and Prof. Gad Horowitz. 3.30 p.m.

"Eurocommunism and the Crisis of Marxism." Prof. Franco Ferrarotti, University of Rome; discussants: Profs. Stephen Hellman and Joseph Skvorecky. 8 p.m.

**Saturday, February 3**

**The Individual and the State.**

Two-day conference. Information, see listing Feb. 2. All sessions will be in East Hall, University College.

"The Decline of Public Life." Prof. Richard Sennett, New York University; discussants: Prof. H.T. Wilson and Barbara Frum. 9.45 a.m.

"The Overburdened State? Part I: A Future for the Democratic State." Prof. Charles E. Lindblom, Yale University; discussants: Prof. Irving Zeitlin and Anthony Careless. 1 p.m.

"The Overburdened State? Part II: In Search of the Non-Political." Prof. Claus Offe, University of Bielefeld, West Germany; discussant: Prof. David Wolfe. 3.15 p.m.

(Conference presented in co-operation with Canadian Institute of International Affairs, Centro Scuola E Cultura Italiana, Italian Cultural Institute, Department of Political Economy, University College and Woodsworth College)

**Monday, February 5**

**The Anglo-Saxons and Their Neighbours.**

Second annual Colloquium on Mediaeval Civilization. Information, see listing Jan. 29. "Art in early Anglo-Saxon England." Prof. Robert Deshman, Department of Fine Art. 3.10 p.m.

"Slavery in Anglo-Saxon England." Prof. D. Pelteret, Concordia University. 4.10 p.m.

Council Chamber, Scarborough College.

## Colloquia

**Wednesday, January 24**

**University and Society.**

Rabbi W. Gunther Plaut, Holy Blossom Temple; discussant, Dr. J. Gordon Parr, Ministry of Colleges & Universities. Third of six in Higher Education Colloquium 78/79, "Ideas of the University". Board Room, 12th floor, OISE, 252 Bloor St. W. 4 to 6 p.m.

**A History of Jews in China.**

Cecilia Shickman, Department of East Asian Studies. Seminar room, 14-228 Robarts Library. 8 p.m.

(East Asian Studies Student Union Colloquia Series)

**Thursday, January 25**

**Measurement of Random Processes.**

Francis P. Bretherton, University Corporation for Atmospheric Research, Boulder. 102 McLennan Physical Laboratories. 4.10 p.m. (Physics, Astronomy and SGS)

**Friday, January 26**

**The Resurgence of Islamic Fundamentalism in Egypt: Some Straws in the Wind.**

Prof. L.M. Kenny, Department of Middle East & Islamic Studies. Religious Studies Lounge, 14-352 Robarts Library. 1 p.m.

**Thursday, February 1**

**Parity Violation in Inelastic Electron Scattering.**

Prof. Richard E. Taylor, Stanford Linear Accelerator Center. 102 McLennan Physical Laboratories. 4.10 p.m. (Physics and SGS)

**Friday, February 2**

**The Cambodian Heritage: Indian Religion in South-East Asia.**

Prof. Kamaleswar Bhattacharya, visiting Department of East Asian Studies from Collège de France, Paris. Religious Studies Lounge, 14-352 Robarts Library. 1 p.m.

**Sloppy Molecules, Energy Levels, and Nucleation.**

Prof. R.S. Berry, University of Chicago. 428 Lash Miller Chemical Laboratories. 4 p.m.

## Exhibitions



**Monday, January 22**

**Leonard Hutchinson, Woodcuts.**

New Academic Building, Victoria College, to Feb. 9.

**British Book Illustration, 1890 to 1914.**

Exhibition in association with UC symposium, "1900: The Turn to Modernism", includes works of Whistler, Walter Crane, Aubrey Beardsley, Laurence Housman, Rackham, Dulac, Nielsen, Gordon Craig, and the Kelmscott, Vale and Eragny Presses. Second floor, Robarts Library, to Feb. 23.

**In Pursuit of Natural Knowledge: Natural History Exploration in the 18th and 19th Centuries.**

Displayed are published results of voyages of such naturalists as Mark Catesby, Sir Joseph Banks, Charles Darwin and A.R. Wallace. Thomas Fisher Rare Book Library to March 2.

**Thursday, January 25**

**Field Fare — A Harvest of Leisure.**

Exhibition of drawings by Prof. John Hall done during recent leave from School of Architecture.

**Recent Fusions.**

Works by Brian Boigon and Alexander Pilis. Galleries, School of Architecture, 230 College St., to Feb. 9. Gallery hours: Monday-Friday, 9 a.m. to 8 p.m. (Architecture and Landscape Architecture)

**Monday, January 29**

**The Anglo-Saxons and Their Neighbours.**

Anglo-Saxon, Roman and Merovingian artifacts lent by ROM, facsimile manuscript of the Lindisfarne Gospels lent by Wycliffe College, and a reproduction of the Ardagh chalice lent by the Pontifical Institute of Mediaeval Studies, will be exhibited in connection with 2nd annual Colloquium on Mediaeval Civilization. Art Gallery, Scarborough College, to Feb. 18.

Gallery hours: Monday-Thursday, 9 a.m. to 7 p.m.; Friday, 9 a.m. to 5 p.m.; Sunday, 2 to 5 p.m.

**Annual Hart House Crafts Club Exhibition**

Prize winning craft entries will be displayed. Art Gallery, Hart House to Feb. 2.

Gallery hours: Monday (opening), 5.30 to 8.30 p.m.; Tuesday-Friday, 11.30 a.m. to 2 p.m.

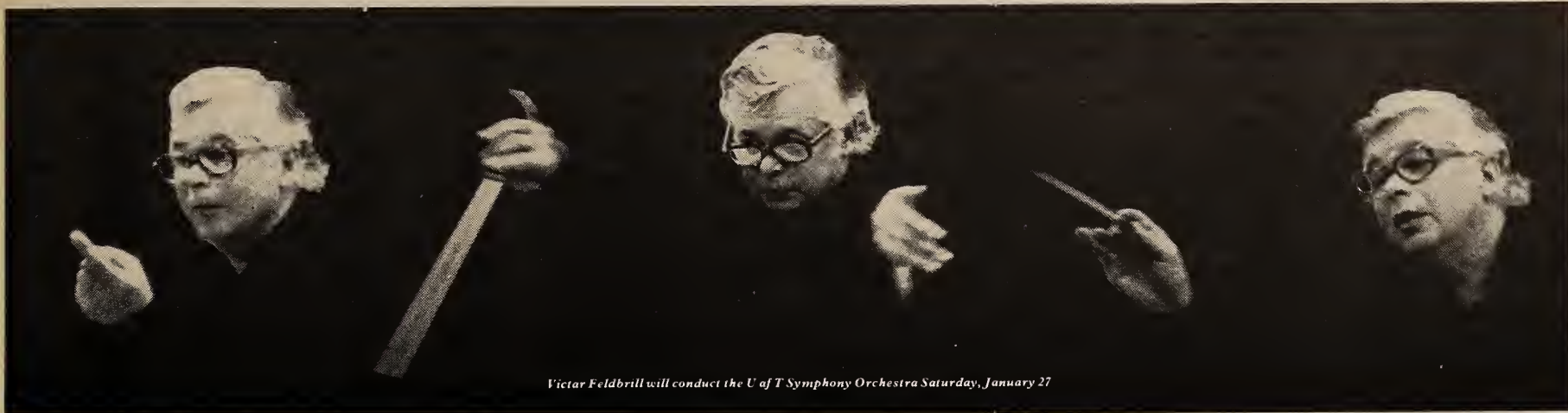
**Sunday, February 4**

**Recent Canadian & American Art.**

Exhibition of oils, lithographs and photographs. Upper Library, Massey College, to Feb. 9. Public hours: Sunday-Wednesday and Friday, 9.30 a.m. to 4.30 p.m.; Thursday, 7.30 to 10.30 p.m.



# Events



Victor Feldbrill will conduct the U of T Symphony Orchestra Saturday, January 27

## Concerts

*Wednesday, January 24*

**Jack Grunsky Trio.**

Wednesday afternoon pop. East Common Room, Hart House. 12 noon to 2 p.m.

*Thursday, January 25*

**Norman E. Brown, bass-baritone.**

Afternoon classical. Music Room, Hart House. 1.10 p.m.

**Student Chamber Music Concert.**

Walter Hall, Edward Johnson Building. 2.10 p.m.

*Saturday, January 27*

**U of T Symphony Orchestra.**

Conductor Victor Feldbrill; program includes Haydn's "La Reine" Symphony and Cello Concerto in B minor by Dvorak with fourth year performance degree student Dorothy Lawson as soloist. MacMillan Theatre, Edward Johnson Building. 8.30 p.m. Tickets \$3, students and senior citizens \$1.50. Information, 978-3744.

*Sunday, January 28*

**Toronto Concert Singers.**

Director Clive R. Dunstan; program includes works by Brahms, Cabena, MacMillan, Somers, Willan and Bissell. Concert Hall, Royal Conservatory of Music. 3 p.m. Tickets \$4, students and senior citizens \$2; all proceeds to Alumni Scholarship Fund. Information, 978-3771. (Royal Conservatory of Music Alumni Association)

**Misha Dichter.**

Solo piano recital. Program: Six Variations in F major, op. 34, Beethoven; Fantasy in C major, op. 15, "Wanderer", Schubert; Sonata in B minor, Liszt. Second in special concert series in co-operation with CBC. MacMillan Theatre, Edward Johnson Building. 8.30 p.m. Tickets \$7 orchestra, \$4 balcony. Information, 978-3744.

*Wednesday, January 31*

**Mike Perry Trio.**

Wednesday afternoon pop. East Common Room, Hart House. 12 noon to 2 p.m.

*Thursday, February 1*

**Compositions by Student Composers.**

Walter Hall, Edward Johnson Building. 2.10 p.m.

*Friday, February 2*

**Festival Singers of Canada.**

Second concert in series of three presented by Musical Associates of Scarborough College. Meeting Place, Scarborough College. 8.30 p.m. Tickets \$5, students and senior citizens \$4. Information, 284-3243.

*Sunday, February 4*

**Orford String Quartet.**

Program includes works by Haydn, Beckwith and Tchaikovsky. Third of four concerts in series by U of T quartet-in-residence. Walter Hall, Edward Johnson Building. 3 p.m. Tickets \$6, students and senior citizens \$3. Information, 978-3744.

**York Winds.**

Great Hall, Hart House. 3 p.m. Free tickets available to HH members from hall porter's desk.

## Films

*Monday, January 22*

**Broken Blossoms.**

Prof. Barry Hayne will present D.W. Griffith film. Public screening in cinema studies program. Innis College Town Hall. 4 p.m.

*Friday, February 2*

**Equidecomposable polygons and Isometries.**

Public screening of films for course, Mathematics in Perspective. 179 University College. 2 p.m. Information, 978-8601.

*Monday, February 5*

**Carnival of Flanders.**

Prof. David Clandfield will present Jaques Feyder costume epic. Public screening in cinema studies program. Innis College Town Hall. 4 p.m.

## Plays & Readings

*Wednesday, January 24*

**Dennis Lee.**

Writer-in-residence will read his poetry. R-3103 Scarborough College. 1 p.m.

**Erika Ritter.**

Playwright whose new work, "Winter: 1671", will open at St. Lawrence Centre Feb. 7, will read from and discuss her work. 136 New College (old senior common room), Classic Ave. 4.30 p.m.

**Money.**

By Edward Bulwer-Lytton, classic Victorian comedy of fashion, greed and hypocrisy. Directed by Allan Park, produced by Graduate Centre for the Study of Drama. Studio Theatre, 4 Glen Morris St. Jan. 24 to 27, Jan. 31, Feb. 1 to 3 at 8 p.m. Reservations 978-4010; after 6 p.m. on evenings of performance 978-8705.

*Monday, January 29*

**Italian Poetry and its English Translators.**

Prof. A.A. Iannucci. Poetry Readings at UC series. Walden Room, Women's Union, 79 St. George St. 4.10 p.m.

*Wednesday, January 31*

**Chaucer.**

Dramatized reading directed by Prof. David Klausner. First of two special readings in Poetry Readings at UC series. Upper Library, Massey College. 1.10 p.m.

*Friday, February 2*

**Michael Ondaatje.**

Poet will read his own work. R-3103 Scarborough College. 1 p.m.

*Monday, February 5*

**Earl Birney**

Poet will read his own work. Poetry Readings at UC series. Walden Room, Women's Union. 4.10 p.m.

*Wednesday, February 7*

**The Marquis of Keith.**

New English version by Alan Best and Ronald Eyre of sardonic German comedy by Frank Wedekind in which adventurer seeks his fortune in bourgeois Munich by building an artistic empire. Directed by Martin Hunter, last of three in Drama Centre season of 19th century plays. Hart House Theatre, Feb. 7 to 10 and 14 to 17 at 8 p.m. Tickets \$5, students \$2.50. Information, 978-8668.

## Miscellany

*Tuesday, January 23*

**The Chinese Heritage.**

Mo Tzu will be the topic of second in five-part discussion series on philosophers of the classical period and their relevance today. Debates Room, Hart House. 1.10 to 2 p.m.

**Basketball.**

Blues vs York, doubleheader. Sports gym, Benson Building. Women's Blues, 6.15 p.m.; Men's Blues, 8.15 p.m. Admission \$1.

*Wednesday, January 24*

**Hart House Camera Club.**

Pre-competition class. Camera clubroom. 7 p.m.

*Friday, January 26*

**Men's Hockey.**

Blues vs Laurentian. Varsity Arena. 7 p.m. Reserved seats \$2, general admission \$1. Information, 979-2186.

*Monday, January 29*

**Women's Hockey.**

Blues vs York. Varsity Arena. 7.30 p.m.

*Tuesday, January 30*

**The Chinese Heritage.**

Mencius will be the topic of third in five-part discussion series on philosophers of the classical period and their relevance today. Debates Room, Hart House. 1.10 to 2 p.m.

**Virginia Woolf's Feminism: Literary or Political?**

Panel discussion with panelists Olivier Bell, Quentin Bell, Barbara Bauer, S.J. Colman, Thelma McCormack and Naomi Black. Auditorium, Medical Sciences Building. 7.30 p.m. (Women's Studies Program, SGS, and York University)

*Wednesday, January 31*

**Men's Hockey.**

Blues vs Ryerson. Varsity Arena. 7 p.m. Reserved seats \$2, general admission \$1. Information, 979-2186.

*Friday, February 2*

**Basketball.**

Doubleheader. Sports gym, Benson Building. Women's Blues vs Carleton, 6.15 p.m.; Men's Blues vs Queen's, 8.15 p.m. Admission \$1.

**Men's Hockey.**

Blues vs Western. Varsity Arena. 7 p.m. Reserved seats \$2, general admission \$1. Information, 979-2186.

*Saturday, February 3*

**Basketball.**

Doubleheader. Sports gym, Benson Building. Women's Blues vs Windsor, 12.15 p.m.; Men's Blues vs Ottawa, 2.15 p.m. Admission \$1.



"Female Attitude", by G. Dorhoefer of the Hart House Camera Club, winner of the 1976 A.F. Coventry Award for best black and white print in the senior division.



# Our interest is in your future.



For too many people retirement ends up being a struggle for survival. It doesn't have to be that way.

A Credit Union Retirement Savings Plan can help put you on the road to future financial independence.

We care about your future. After all, the entire Credit Union movement has always been guided by the philosophy of people helping people.

Our Credit Union Registered Retirement Savings Plans have been carefully designed to

help individual people reach individual goals. And for your benefit we've cut administration costs to the bone. There is no front end load, no salesman's commission, no charge for cashing in your plan and no charge for switching from one of our plans to another.

And the interest rates our plans earn are among the highest available.

It makes sense to talk to people who care.

Talk to us. Your Credit Union. We have the plans to make you feel better about the future.

## R.R.S.P.\* 10%

- Interest is calculated on the minimum daily balance and is credited twice a year on the compounding dates — April 30 and October 31.

- The interest rate may be adjusted on these dates as well to reflect market conditions.

- There are no fees or charges of any kind. You are credited with every dollar you deposit and earn interest the day you make your deposit.

- If you are short of cash, see us about a low cost loan to take advantage of this investment opportunity.



Universities and Colleges

CREDIT UNION

(Toronto) Ltd., 245 College St., Toronto, Ont. M5T 1R5

\* Trusted by Co-operative Trust Company of Canada

## Massey fellows elected

At the annual meeting in November, the master and fellows of Massey College elected Professor Boris Stoicheff and Richard I.R. Winter to senior fellowships for a five-year period.

Professor Emeritus Charles Stacey, who has been a fellow since 1973, was elected to an associate fellowship.

## SCS to honour the outstanding

Do you know a student or faculty member who has displayed "outstanding commitment [to] and achievement in" the University's School of Continuing Studies? Up to 15 students and faculty, selected from nominations sent to the school's council during 1979, will receive citations, along with free tuition in any of the school's programs. Eight recipients will be selected from nominations received before March 31, and up to seven from nominations received before Dec. 31.

In each subsequent year, no more than five persons will receive citations. Written nominations should include biographical information on the nominee, reasons for nomination, and independent letters of support from three referees, only one of whom may be on the resident staff of the school. Submissions should be made to: the Secretary of the Council, School of Continuing Studies, 158 St. George St., Toronto, M5S 2V8. For further information, call 978-2400.

## Katherine Packer is new FLS dean

Professor Katherine H. Packer officially assumed the office of dean of the Faculty of Library Science Jan. 1. Dean Packer is currently completing research on an investigation into user reaction to microform catalogues.

Packer's predecessor, Frances Halpenny, is now teaching in the faculty, at the master's and doctoral level. She also has a new post as associate director (academic) of the University of Toronto Press and will be giving more time to the direction of the *Dictionary of Canadian Biography*.

## Are you a caffeine junkie?

The fourth program of the Addiction Research Foundation's 1978-79 lecture/seminar series, entitled *Caffeine: Canada's Most Popular Drug*, will be held Wednesday, Jan. 31, second floor auditorium, Addiction Research Foundation, 33 Russell St., from 12.30 to 2 p.m. The speaker will be Dr. Richard Gilbert, a scientist in the research division of the foundation's Psychological Studies Department.

## Douglas Pimlott scholarship

Innis College has established a scholarship in memory of the late Professor Douglas Pimlott, who taught for many years in the Department of Zoology, the Faculty of Forestry and Innis College. Prof. Pimlott established a program in environmental studies at Innis College designed to concern and educate undergraduates in environmental issues that face contemporary society.

The Douglas Pimlott Scholarship in Environmental Studies will be awarded to an undergraduate student who combines, as did Prof. Pimlott, high academic achievement with dedicated social involvement in environmental concerns.

Contributions should be made payable to the Douglas Pimlott Fund, U of T, and forwarded c/o The Principal's Office, Innis College, 2 Sussex Avenue, Toronto M5S 1J5. A receipt for tax purposes will be sent to contributors.